

# ANNUAL REPORT

OF THE

INSPECTOR

OF THE

# PUBLIC SCHOOLS

OF THE

CITY OF TORONTO.

FOR THE

YEAR ENDING DECEMBER 31<sup>ST</sup>, 1886.

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TORONTO :

CHAS. RODDY, PRINTER, 52 ADELAIDE STREET EAST.  
1887.

# PAST CHAIRMEN

— OF THE —

## PUBLIC SCHOOL BOARD.

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# Inspector's *Annual* Report.



# INSPECTOR'S ANNUAL REPORT.

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*To the Board of Public School Trustees of the City of Toronto :*

GENTLEMEN,

In accordance with a Resolution of your honorable Board, I respectfully submit the twenty-seventh Annual Report of the schools under your charge.

Appended to the Report will be found Statistical Tables which give in detail all important particulars relating to teachers, pupils, attendance, absenteeism, tardiness, studies pursued, cost of maintenance, &c.

## ATTENDANCE.

The total number of pupils registered during the year was 20,213, exclusive of the Kindergarten. Last year it was 18,214.

The average daily attendance was 13,642. Last year it was 12,484.

882 pupils attended school less than 20 days.						
2072	“	“	“	between 20 and 50 days.		
3962	“	“	“	“ 50 “ 100 “		
3847	“	“	“	“ 100 “ 150 “		
9450	“	“	“	“ 150 “ 200 “		

The most correct idea of the relation of the average to the Registered Attendance is obtained by comparing the average of Monthly averages with the average of Monthly Registered Numbers.

The average of Monthly Registered Numbers was 15,365. This shows an increase compared with last year of 1,460. (See Table A.)

The average of Monthly Average Numbers was 13,642. This shows an increase of 1,324 when compared with the corresponding number of last year. (See Table B.)

The average of Monthly Averages was 88.8 per cent. of the average of Monthly Registered Numbers.

The best average for any month in the year was 90.8, the average for December.

The largest number was registered in October, 16,179, and the smallest number in January, 14,233.

The following statement shows the Average Registered Number in each school during the year :—

SCHOOLS.	Average Registered No.	No. of Teachers.	Average per Teacher.
Wellesley.....	1025	16	65
Dufferin .....	810	12	67*
Ryerson .....	779	12	65*
J. Ketchum.....	779	12	65
Phœbe Street .....	737	12	61
Victoria “ .....	655	11	60
Hope “ .....	828	12	69
John “ .....	588	10	59
Niagara “ .....	521	10	52
Church “ .....	526	9	53
Louisa “ .....	449	9	50
Elizabeth “ .....	424	9	47
Park.....	548	8	68
Winchester Street .....	545	8	68

SCHOOLS.	Average Registered No.	No. of Teachers.	Average per Teacher.
Bathurst " .....	621	10	62
Borden " .....	584	9	54
Givins' " .....	646	10	65†
Parliament " .....	430	6	72
George " .....	341	6	57
Brant " .....	399	6	66
Bolton Ave.....	593	11	54
Palace Street .....	235	4	59
York " .....	228	4	57
Rose Ave.....	335	5	67
Morse Street .....	238	4	59
Cottingham " .....	138	2	69
Leslie " .....	63	2	31
Mabel " .....	245	4	64
Howard " .....	57	1	57
Dewson " .....	186	4	46
Boys' Home .....	96	1	96
Girls' " .....	50	1	50
Orphans' " .....	137	2	68
College Ave.....	92	1	92
Spadina " .....	77	2	38

\* 6 rooms were added to each of these during the year.

† 4 rooms were added to this—an eight room building.

### ATTENDANCE IN THE VARIOUS CLASSES.

The registered number in attendance during the year in the different grades was as follows:—

First Book .....	8,761
Second " .....	4,646

Third Book.....	3,788
Fourth " .....	2,209
Fifth " .....	809

The increase in the various grades compared with last year is as follows :—

First Book .....	1,051
Second " .....	334
Third " .....	287
Fourth " .....	268
Fifth " .....	59

It is to be regretted that so few pupils, comparatively, complete the public school course. The experience of Toronto is similar to other American cities in this respect.

### CERTIFICATES OF HONOR.

Certificates of Honor are awarded, at the Christmas Vacation, to such pupils only as have not been once absent or late, and whose conduct has been uniformly good, unless the absence or lateness has been occasioned by sickness of not more than three weeks' continuance, to be certified in writing by the pupil's parents or guardians.

These Certificates are of two grades, and named respectively First Honor Certificates, and Second Honor Certificates.

The First Honor Certificates are awarded to such pupils as have fulfilled the above named conditions for two consecutive sessions.

The Second Honor Certificates are awarded to such pupils as have conformed to the said rules for one session during the year.



The following statement shows the number of Certificates given in the various schools at the close of 1886 :—

SCHOOLS.	First Honor.	Second Honor.	Total.
Wellesley.....	236	359	595
Dufferin .....	246	335	581
Ryerson .....	170	330	500
J. Ketchum .....	130	240	370
Phœbe Street .....	103	173	276
Victoria " .....	74	169	243
Hope " .....	68	165	233
John " .....	87	146	233
Niagara " .....	38	119	157
Church " .....	49	136	185
Louisa " .....	44	84	128
Elizabeth " .....	64	92	156
Park.....	104	177	281
Winchester Street .....	64	135	199
Bathurst " .....	115	148	263
Borden " .....	78	148	226
Givins' " .....	102	170	272
Parliament " .....	52	134	186
George " .....	52	87	139
Brant " .....	52	95	147
Bolton Ave .....	81	134	215
Palace Street .....	27	59	86
York " .....	19	36	55
Rose Ave .....	45	59	104
Morse Street.....	33	61	94
Cottingham " .....	15	40	55
Leslie " .....	8	16	24
Mabel " .....	53	87	140
Howard " .....	8	14	22
Dewson " .....	8	47	55
College Ave .....	3	5	8
Spadina " .....	—	22	22
Total .....	2,228	4,022	6,250

## THE KINDERGARTEN.

The Kindergarten continues to grow in popular favor. This result is to be expected. The more thoroughly it is understood the more highly it will be valued. Education should not consist in merely communicating knowledge. Knowledge is not a power by itself. Man is the power; knowledge a means at his disposal. The growth of the being is of vastly greater importance than the storing of his mind with knowledge. The training of his character is the highest function of the school. The Kindergarten system is based on the idea that the being to be taught is infinitely greater than any knowledge. It is the broadest and most definite system of education for developing the child's possibilities industrially, physically, intellectually and morally. One of the chief advantages derived from the Kindergarten is the inspiration received from it by the primary teachers throughout the city.

Two additional Kindergartens were opened during the year, one in Bolton Avenue School and one in Jesse Ketchum School.

The attendance at the Kindergartens during the year was as follows:—

SCHOOLS.	Registered.	Average.
1. Victoria Street .....	58	48
2. Niagara " .....	56	44
3. College Ave .....	40	27
4. Bolton " .....	54	40
5. Jesse Ketchum .....	70	55
Total.....	278	214

I would strongly recommend that as the Kindergartens are now distributed throughout the city, the School Board should

supply the material used. The cost would be comparatively small, and the advantages many. It would be specially helpful to the poorer classes, whose children have most need of the Kindergarten training, and who are least able to pay for the material used by their children. Many of them are debarred from sending their children to the Kindergartens now on account of the fee they have to pay for material.

## NIGHT SCHOOLS.

The total number registered during the term is as follows :—

SCHOOLS.	Males.	Females.	Total.
Parliament Street .....	228	67	295
Elizabeth " .....	118	46	164
Niagara " .....	126	32	158
Bathurst " .....	239	52	291
Jesse Ketchum .....	111	—	111
Mabel Street .....	41	—	41
Bolton Ave .....	73	43	116
Total.....	936	240	1,176

The average attendance for the entire term was :—

SCHOOLS.	Males.	Females.	Total.
Parliament Street .....	98	39	137
Elizabeth " .....	64	29	93
Niagara " .....	56	13	69
Bathurst " .....	92	37	129
Jesse Ketchum .....	46	—	46
Mabel Street .....	22	—	22
Bolton Ave .....	33	29	62
Total.....	411	147	558

The average attendance for each month of the term was:—

SCHOOLS.	Oct.		Nov.		Dec.		Jan.		Feb.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Parliament Street.....	119	47	126	46	105	43	74	31	65	28
Elizabeth " .....	69	24	74	32	64	31	51	29	60	31
Niagara " .....	73	24	77	18	68	15	43	10	20	—
Bathurst " .....	117	36	111	32	115	29	65	19	53	17
Jesse Ketchum .....	64	—	60	—	52	—	31	—	21	—
Mabel Street .....	21	—	26	—	27	—	21	—	16	—
Bolton Ave .....	55	33	47	35	33	30	21	21	9	28
Total.....	518	164	521	163	464	148	306	110	244	104

The result of the Night School work has been much more satisfactory than during any former year. I would recommend that the deposit of one dollar be retained in future till the close of the term. It will be noticed that the attendance rapidly decreased after Christmas, the time the money was returned to the pupils.

### TEACHERS.

There were 257 teachers in the employ of the Board at the close of the year, exclusive of the special teachers in Music and Drawing.

There were 28 male and 229 female teachers employed.

They hold certificates as follows:

1st Class Provincial .....	55
2nd " " .....	192
County Board.....	10

In addition to the above the Board employs nine Kindergartners, two Music Teachers, one Drawing Superintendent, and one Drill Instructor.

## TORONTO TEACHERS' ASSOCIATION.

The Toronto Teachers' Association held its First Semi-Annual Convention for 1886 in the Sunday School building of Elm street C. M. Church, on Friday and Saturday, 26th and 27th Feb., commencing at 9 a.m. each day.

## PROGRAMME.

*Friday.*

- 9.00—9.10 a.m. Opening Exercises.  
 9.10—9.15 “ Calling Roll of Teachers.  
 9.15—9.25 “ Reading Minutes of last Semi-Annual Meeting.  
 9.25—9.35 “ Reading Communications and giving Notices  
 of Meeting.  
 9.35—12.00 “ Consideration of the Report of the Meetings of  
 the Grades as revised by Committee.  
 2.00—3.15 p.m. The Teaching of History, Mr. G. K. Powell.  
 3.30—4.45 “ The Teaching of Spelling, Mr. H. Clark.

*Saturday.*

- 9.00—9.10 a.m. Reading Minutes.  
 9.10—9.15 “ Treasurer's Report.  
 9.15—10.00 “ Election of Officers.  
 10.00—10.45 “ How to Teach Case, (lesson to a class), Mr. J.  
 T. Slater.  
 11.00—12.00 “ Report of Committee on Revised Provincial  
 Regulations.  
 12.00—12.30 p.m. Reports of Delegates to Provincial Associa-  
 tion. Election of Delegates to the same  
 for 1886. General Business.

During the second half of each year the Association meets by grades instead of as a whole association. During the forenoon of each day of meeting the teacher selected for the grade teaches his or her own class, and the other teachers take notes. In the afternoon notes are compared, criticisms made, suggestions given and resolutions adopted regarding the methods observed.

The meetings were held as follows in October, 1886 :

GRADE.	School Visited.	Teacher of Class.	Date of Visit.
5th Book .....	Wellesley	{ Mr. Macdonald. Miss Keown. " Worth	{ Oct. 11th
Sen. 4th Book .....	Ryerson	{ " McCreight. " Killoch	{ " 12th
Jun. 4th " .....	Park	Mr. Martin.	" 14th
Sen. 3rd " .....	Victoria	Miss Cornor.	" 15th
Jun. 3rd " .....	Brant	Mr. Stevens.	" 18th
Sen. 2nd " .....	George	Miss Taylor.	" 19th
Jun. 2nd " .....	Borden	" Semple.	" 21st
Sen. 1st " (East) ..	Church	{ " Clark. " Kettles.	{ " 22nd
Sen. 1st " (West) ..	Bathurst	" Wallace.	" 25th
Jun. 1st " (East) ..	Bolton	" Hay.	" 26th
Jun. 1st " (Centre)	J. Ketchum	" T. Niven.	" 28th
Jun 1st. " (West) ..	Phœbe	{ Mrs. Polley. Miss Young.	{ " 29th

The Association met afterwards as a whole, and, after hearing the reports from the various grades, adopted the following suggestions in addition to those made in former years on the same subjects :

*Topical Summary of the Resolutions adopted by the Grade Conventions of the Toronto Teachers' Association in October, 1886 :*

#### OPENING EXERCISES.

1. That in ringing the bell it is advisable to pull the rope fifteen times for the first ringing and five times for the second ; the pulls to correspond with the number of minutes before opening.

2. The reverent attitude of pupils during devotional exercises should not be in obedience to the teacher's orders, but in response to the teacher's spirit.

3. Bible stories may be told occasionally to junior classes instead of being read.

4. All commands to the class should be given in a low tone, with a definite pause between the cautionary and the executive parts of the command.

5. Scripture and Prayer are to form part of the devotional exercises, both at opening and closing school.

6. Scripture reading at opening and closing should be regarded purely as an act of worship, and in no sense as a lesson in reading.

### READING.

1. Give the names of letters incidentally, only.

2. Use the names of letters, but never ask the pupils for them.

3. Begin with letters which can be made of immediate use.

4. Teach combining of individual sounds by various plans, as having pupils represent letters, and *vice versa*, and by illustrations of distance in bringing letters together.

5. Pupils pass from audible sounds to whispers and lastly to unconscious recognition.

6. Instead of drilling on separate sounds, let the pupils practise them in combination.

7. Allow one child to point out letters, making a word for the others to discover.

8. Train in Emphasis from the very beginning, by asking definite questions, by underlining words, or by erasing words which pupils supply.

9. In giving eye problems (words to be read from the board) pupils should not be allowed to sound the letters; but in ear problems (words to be written on slates) they should be allowed to do so.

10. Before the pupils can read they should be taught Nursery Rhymes or simple gems for emphasis and inflexion; afterwards by writing simple sentences and asking questions, answered by different words in the sentence.

11. Children at this age are not reading to gain thought, but to express the thought of others.

12. Thinking and feeling come first; correct expression afterwards. The ultimate end of a Reading Lesson is to enable a child to express correctly what he feels and conceives.

13. Breathing exercises are recommended for correcting stammering.

14. Enunciation and Inflexion, taught naturally by having children personate the characters of a story or fairy tale, at the same time developing imagination and inducing thought.

NOTE IN SENIOR SECOND BOOK REPORT.—Pupils were called on to reproduce, in their own language, a picture of the lesson previously presented. In these answers, particular attention was paid to the correction of errors. No such correction was made after a pupil read. Preparation for the next lesson was made by pupils writing sentences with new words.



15. Before a child tries to read he should (1) know the words, (2) be able to pronounce the words, (3) articulate distinctly, (4) know the meaning of the words, (5) the thought of the entire piece.

16. Sight Reading includes Word Recognition and Expression of the Thought.

17. Pupils should not have all mistakes corrected when made, or in the attempt to correct, the thought will not be expressed and the reading merely mechanical.

18. An error takes more than one correction ; errors should be well looked after.

19. The power to inflect, articulate, &c., is to be developed in pupils by Gymnastics ; which should be used in the correction and eradication of errors. Reading should be an application of the powers developed by Gymnastics.

20. Practice in Emphasis, &c., may be given before pupils are able to recognize words.

21. In order to accomplish as much work as possible in Reading, the Gymnastic exercises in Articulation, Emphasis, &c., may be used as rests between lessons.

22. Simultaneous reading should be resorted to to help the speed and quality of the poorer readers.

23. Pupils should be encouraged to read at home, from other books than their readers.

### ARITHMETIC.

1. Different plans of number building should be followed.

2. Drop objects in teaching Notation and Numeration as soon as children understand "ty" as ten.

3. Addition tables should be drilled by practical application in examples in addition.

4. To prevent counting in Addition, examples should contain no possible combinations with which the pupils are not thoroughly acquainted. Such examples can be made by the teacher by beginning at the bottom of the columns. Teachers should prepare them at home.

5. The time allowed for test questions should have reference to dull pupils.

6. Examples should be worked on Blackboard only when the pupils *don't know how* to do them. Much time is often lost by working examples on the Board.

7. It was decided that 1, 2, 3, 4, 0 may be combined in any order for a multiplier, in the 8th grade.

8. In Multiplication time tests, it is wrong to start with three until pupils can multiply with two very rapidly.

9. In Addition, the quickest adders are generally most accurate.

10. Simultaneous answering in this and any subject should be in a very low tone, and used with great discretion.

11. Home-work in this subject should only be given for Review, or to ascertain how much of the new lesson has been understood.

12. Exercise-books.—To secure neatness the pupils should put the figures on the blue lines, and rule all lines in the Example.

13. *Marks* should be given for *neatness*, as well as accuracy. To encourage the children, *shew* the *best* books.

14. If possible, examine Home-work while pupils are doing other work.

### GEOGRAPHY.

1. A good plan of teaching definitions was considered to be that on which the teacher tells the children a story, and brings in incidentally the idea of Mountain, Cape, Lake, &c.

2. Interesting exercises in Direction, &c., might be given in the form of games.

3. It was recommended to let pupils give an account of an interesting trip; naming all the rivers, cities, &c., passed; the chief interest to be in trip; the object being to see how much Geography would be learned incidentally.

4. Frequently take a lesson on the countries of the World by *Zones*—asking about the people, products, birds, animals, &c.

5. A *Game* excellent for Friday afternoons is called the "Little Traveller."

6. For teaching *new* matter in Map Geography, let all the pupils sketch the map, and then proceed by one of the following plans. 1st. Teacher gives *one name* at a time, and pupils locate it, writing the name of the place. 2nd. Teacher gives *all* the names he wishes remembered, and pupils locate. 3rd. Teacher *locates* and pupils find the names.

7. In Geography it is desirable to associate with each place its Historical, Commercial, or Zoological characteristics.

### WRITING.

1. Writing must be taught accurately from the very beginning.

2. Pupils should be trained in combining the elementary forms of letters, using as many examples as their previous knowledge will admit.

3. In the writing lesson, the criticism of work by the pupils themselves, and the inspection of superior work by "inferior little scribes," were suggestives worthy of note.

4. It was considered of vital importance to have children hold the pen properly from the first stage in writing, and also to have preliminary exercises every day for the purpose of giving free and easy movement to the hand and arm.

5. Particular attention should be given in writing to the position of the head, body and feet, as well as the arms and fingers.

### MUSIC.

1. In primary classes as well as higher classes, pupils should sing and read music from slates.

2. In singing, pronunciation of words should be accurate and definite.

3. In Calisthenic Songs, singing should be done softly and gestures made very definitely, so as to convey definite ideas.

### DRAWING.

1. Children may perform difficult problems with their arms, carrying out ideas presented by the teacher's words.

2. Pass from perceptions to conceptions as soon as possible.

3. In drawing, pupils should be taught such names as vertical, perpendicular, oblong, etc., incidentally, from the first, as they can learn names quite as readily at school as elsewhere. Not only might the pupils' talents for drawing be improved, but their language, observations and intuitions, definiteness of conceptions, and analysis of objects.

## OBJECT LESSONS.

1. The teacher should follow a definite plan, taking—1st. Knowledge obtained by sight ; 2nd. That gained by feeling ; and, lastly, That found by comparison with other objects.

2. Children should be trained to notice characteristics by a hasty glance.

3. Vary the training of descriptive powers by giving an object to one child only, who describes it ; or, by giving to all but one, who questions about it, and from the answers decides the object.

4. Slates should be used in this as in every other lesson, not only for the purpose of writing the characteristics of shape, size, appearance, uses, &c., of the object, but also for to draw it, as a child will look more closely at an object, when he is asked to draw it, than otherwise.

5. The primary aim in Object teaching is not to impart knowledge, but to awaken the intellectual powers and to train them to do definite work.

6. Other senses need developing as well as the eyes.

## LANGUAGE LESSONS AND GRAMMAR.

1. In Composition and Language Lessons the object in the lower classes is not so much to obtain speech grammatically correct, as to obtain on the part of the pupils easy, natural expression of thought. Mistakes made by pupils in conversation at any other time should be corrected.

2. In order to improve the language powers of our pupils, spare moments should be devoted to conversations on general news ; pupils should be encouraged to relate any familiar tale in their own

words; any form or variety of lesson may be used whereby the imagination of the pupil is cultivated and he is led to express himself familiarly and freely.

3. Do not *leave* "incorrect" sentences on the board, as the *eye* will retain the impression of the *errors* more effectively than the *mind* will remember the *correct forms*.

4. Our chief aim in teaching Grammar should be:—1st. To enable us to understand other men's thoughts in print. 2nd. To assist us in giving expression to them in reading. 3rd. To aid us in expressing our own thoughts in writing and spelling.

5. The formal analysis of a passage should be regarded as a means of, but not as an end towards, arriving at the literary meaning of the passage.

6. In grammatical analysis the teacher should aim at bringing out the independent thought of the pupil, care being taken that the work shall partake as little of the mechanical as possible.

## ALGEBRA.

That the method adopted be heartily approved, viz.—Proceed from the known to the unknown, from the particular to the general; make the class deduce principles, and when there is an inverse process, as in factors and multiples, associate and bring out the connection between the two.

## HISTORY.

1. History should not be taught by reigns, but by topics.

2. Particular attention should be paid to those subjects the results of which are felt down to our own time.

## EUCLID.

Definitions, Axioms, and Postulates should not be taught as the first lessons in Euclid, but when they are first required in the study of the propositions.

2. As a means of impressing the reasoning contained in a proposition, and of letting the pupils see that there is no need to slavishly follow the book, it is desirable to give an easy deduction bearing on the proposition at its close.

## SPELLING.

1. The best way to prepare this lesson is by dictating the words on the day before the lesson is to be given, so that pupils may know which words they need to prepare specially.

## MISCELLANEOUS.

1. Calisthenic Exercises should be used frequently as a rest from mental work, to strengthen the physical systems of the pupils, to improve their carriage and bearing, and to impart definiteness of intellectual activity.

2. Any recreation under the guidance of the teacher is better for a change between lessons than mere conversation on the part of the pupils. As an illustration of scores of intellectual recreations, the following, used during the visit of the 7th grade in George street School, may be given. Pupils were asked to think of a word rhyming with a given word, and were called on to express the thought which the word represented without actually using the word in their minds. The efforts of the pupils to express themselves clearly were very amusing, and thoroughly natural. The exercise was greatly commended because of its power in cultivating reproductive imagination, and for its giving great opportunity for improving the language of pupils.

3. To ensure speedy lining in the yard and prevent crowding, place every tenth pupil opposite the same number marked on the wall or fence. Always dress by the head, not the *feet*.

4. Marching of the children on the stairs with bodies erect, light footsteps, and close attention was very highly commended.

5. That when a class takes physical exercise of any kind, a pupil be appointed to open windows for ventilation.

6. All preparations for cleaning slates should be made before 9 o'clock.

7. One pupil should immerse and squeeze out all the sponges for the class.

8. It is a good plan to reserve the front row of seats for disorderly or talkative pupils.

9. It is preferable to call pupils by name rather than by number.

10. One definition from the end of the fingers is worth ten from the tip of the tongue.

11. It is not what we know, but what we can find when we need it, that is useful to us.

12. He who lacks definiteness in movements, will be correspondingly indefinite in character.

13. Plants growing from seeds and bulbs are a source of interest and information to the children.

14. The ornamentation of some rooms with mottoes, pictures, mosses, ferns, brackets, etc., was specially commended, from the knowledge that the children had a large share in making all the work.



## MANUAL TRAINING SCHOOLS.

The City Council, in 1886, passed a resolution directing the attention of the School Board to the desirability of establishing Schools for Manual Training in connection with the Public Schools. As this subject will be likely to attract considerable attention in the future, I think it well to discuss it at some length in this report.

Educators of all ages have been misled by the fallacy that "knowledge is power." Man is the grandest power created by God. Man gives to knowledge whatever power it seems to possess. Knowledge possesses no power of development within itself. Man is created with a germ of progressive power in his very nature, that under favorable conditions must continue to grow forever. Yet the teachers of the past have devoted nearly all their attention to the unvarying element, knowledge, and have almost entirely neglected the systematic training of the being who acquires and uses the knowledge.

There is a class of educators who would subordinate both knowledge and development to what they call the practical in education. They assert that all education is valueless unless it aids a man in earning his livelihood. Both classes of educators are wrong, and yet each class possesses the element of truth. They are not really so antagonistic as they at first appear to be. Men are now beginning to understand that by a combination of the aims of both classes the true ideal of education is found, because in this way the glaring errors of both are discovered. We are now able to see that the human being is vastly greater and therefore more important than any knowledge that can be communicated to him, and that he is also superior to anything he can make from even the most costly material. Most educational authorities now agree that the highest function of the school is to

enlarge the pupil's sphere of usefulness, and increase his power and rate of development, physically, mentally and morally. The following propositions summarize the opinions of modern educators in regard to the aims of an educational system :—

1. It is well to communicate useful knowledge.
2. It is much better to increase the capacity for the independent acquisition of knowledge.
3. It is still better to develop the power of using knowledge so as to accomplish the most definite results.
4. It is best of all to train pupils so that they will desire to use all their knowledge and all their powers for the accomplishment of good to themselves and their fellowmen.

The question, "Should technical instruction be made a part of our Public School education?" can be answered satisfactorily only by an examination of its relationship to these four conclusions. It will aid in making an intelligent investigation into the subject to remember the following fixed educational principles :—

1. It is of the utmost importance to train pupils to be able to concentrate their attention on one thing at a time. There can be no education without fixed and intense attention by the pupil.
2. Attention may be given to the study of a book or an object, or it may be paid to oral descriptions or to black-board or objective illustrations by the teacher. In either of these cases the attention of the pupil does not arouse him to independent activity. His attitude is merely one of receptive attention.
3. The most developing attention is that given by the pupil in guiding his own hands in accomplishing some definite purpose with material things. This is productive activity.

4. The same kind of mental occupation, continued too long, leads to inattention and consequent dullness.

5. Change of mental work is more restful to the mind than cessation from work, during the period when we are awake.

6. We learn by doing. We know most clearly what we have translated into activity. Expressing an idea in material form defines our thought. The mind guides the hand; the definite action of the hand reacts upon the mind.

7. To give a child knowledge beyond his ability to use it, weakens him intellectually and reduces his power as an active agent.

These are the vital principles of true education. If technical instruction can be introduced into schools without violating these principles, there is room for it on a school programme. If it be found that technical instruction aids the teacher in carrying out these principles, then it is an essential part of the work of a school room. The opinions of modern educational authorities go to show that a technical education is not only in harmony with a comprehensive scheme for the proper training of the human race, but that it is the best means for putting into practice the broadest and soundest educational theories. The experience of those who have most thoroughly tested these opinions proves them to be correct. Technical instruction is at once the most practical and the most developing part of the course of study in schools, because (1) it readily secures and retains positive and interested attention; (2) it develops creative attention in the most natural way by calling on the mind to form a definite conception of some work to be done, and by requiring the hands to carry into execution the work planned by the mind; (3) it applies knowledge as soon as it is gained; (4) it defines knowledge by

applying it; and (5) it affords the best possible change and mental relaxation after a period of study. What should be the nature of a course of technical instruction in schools?

1. It should begin with the earliest school life of the child, because it is identical in character, if not in extent and definiteness, with the work he has been doing during the time of his play life before going to school. He has been constantly becoming acquainted with the laws of nature, and the means of over-coming and of using them both in his indoor and outdoor sports.

2. It should begin very early, because the hands of young children are most easily trained, and their minds have been accustomed to deal with real things, instead of with abstractions. The minds of many children are injured by the suddenness of the transition from the realities and sense perceptions of the home and the field, to the abstractions and the obscure conceptions of the school room.

3. The best foundation for a technical education is the Kindergarten. Froebel recognized not only the great importance of industrial training, but the direct connection existing between mental growth and hand work.

4. It should include, in the ordinary public school, drawing, especially object drawing and mechanical drawing; hand training, in making simple articles in wood by the use of the jack-knife and gimlet; and an introduction to the study of the natural sciences.

5. In advanced public schools, and in High Schools and Collegiate Institutes, there should be manual training schools and a more thorough study of the sciences immediately useful in connection with the leading manufacturing or agricultural interests of the district in which the school is situated.

The manual training suggested would really be the only radical change necessary to be made in our present programme of upper school work in order to carry out these suggestions. A manual training school need not be—should not be—a separate institution. Practice in using tools can be carried on as a part of the regular course of school work, and forms the best means for relieving the pupils from the weariness and lassitude that result from too long a period of study. What is the aim of a manual training school? It is not to teach particular trades, but to give a training in the intelligent application of mechanical principles, and in hand skill, which will fit a boy for entering any trade. It is not to make perfect specimens of woodwork, but to aid in making more perfect citizens. A mere mechanic is too often a mere machine, whose brain needs to do very little in connection with his daily labor. A new invention may turn large numbers of such mechanics out of employment. Ordinary training by apprenticeship would not give them the ability to adapt themselves to new work, and to enter intelligently upon new departments of labor. But even systematic apprenticeship is a thing of the past, and hence the absolute necessity for a substitute for it of a better character. The different effects of apprenticeship and manual schools, on the training of boys, has been well expressed by Mr. Jacobson, of Chicago. He says, "In the manual training school the boy is the object for which the school exists. He is the material that is to be finished. Instead of being left to himself to pick up what he can, as is the case in a shop, competent and intelligent instructors devote themselves to his training. As an apprentice, the boy exists for the benefit of the shop. As a scholar in a manual school, the shop exists for the benefit of the boy."

There are really only a few hand tools to be used in the various trades. The hammer, the saw, the axe, the chisel, the plane,

the square, the brace and bit and the file include most, if not all of them. A boy who can use these dexterously, and who has had a practical training in the application of mechanical principles, will take a very short time to become proficient in any trade. It does not necessarily follow that every boy who attends a manual training school must become a mechanic. Every boy should learn drill in order that he may receive the many physical and moral advantages that result from such training, but because a boy has learned to drill, it does not follow that he must become a soldier. Neither does it follow that because a man can handle tools well he must become a mechanic. The aim of the manual training school, the object of all technical education, is not to make mechanics or expert manufacturers, but to train a race of skilful and intelligent men.

Can such a course of training be given in schools without injury to the pupils in what has been regarded as the legitimate work of the schools? Those who have tested the matter say "Yes." Dr. Woodward, Director of the St. Louis Manual Training School, says, after ten years' experience: "Not only does the work-shop not detract from the interest boys take in books, but stimulates it either directly or indirectly." Dr. Belfield, Principal of the Chicago Manual Training School, says: "An hour in a well-conducted manual training school develops as much mental strength as an hour devoted to Virgil or Legendre." The young men in his school do equally good work in their studies with the students of the High Schools of Chicago, who devote no part of their time to manual training. Mr. Goss, of Pardue University, Latayette, Indiana, says: "An hour in the shop is as valuable for intellectual training as an hour of book study." The opinions of the best European experts on this question are in harmony with these statements of American experience. Dr. Lyon Playfair says: "The true education of a

laborer is to make him an intelligent being, not a mere dexterous manipulator, so that he may have the moral dignity and intellectual force derived from a thorough understanding of the principles of the work in which he is engaged ;" and again, " it is a truth incapable of being gainsaid that science must be joined to practice in the advancing competition of the world." In summing up his conclusions regarding the importance of technical education, he lays down the two following laws :

1. " Common sense, as well as the experience of other nations, indicates that an elementary knowledge of the principles of science and art involved in the occupations of the people should be introduced into primary schools, in order to make them a fitting preparation for secondary schools."

2. That a higher education in relation to the industries of the country is an essential condition for the continued prosperity of the people ; for intelligence and skill as factors in productive industry are constantly becoming of greater value than the possession of native raw material or local advantages."

Technical schools should form a part of a national system of public school education for the following reasons :

1. The subjects taught afford the best means for training the observant powers, and for securing active and productive attention.

2. Because as the intellect is stored it is at the same time necessarily developed by the application of knowledge to practical purposes.

3. Because it affords to individuals the best opportunity for cultivating the essential elements of success, described by Herbert Spencer as " A constant progress towards a higher degree of skill, intelligence, and self-regulation."

4. Because it gives young men a higher respect for labor, by showing that the humblest work may be combined with a high degree of intelligence.

5. Because it increases the money earning power of the workingman, and therefore affords him an opportunity for bettering his surroundings at home, and for providing for himself and family, not only additional comforts, but the means of culture, such as books, pictures, music, etc.

6. Because it increases the value of the raw material supplied to the workingmen, and enables them by this means to increase the wealth of the nation in which they live. Mr. J. Scott Russell estimates the value in England of unskilled, moderately skilled, and highly skilled men at £25, £50, and £75 per annum, respectively.

While strongly condemning any system of training that would subordinate intellectual development to practical utility, or encourage industrial education at the expense of true culture, it should never be forgotten that the mere acquisition of knowledge is only the first step in the four-fold process of education, and that technical education affords the teacher the fullest opportunity to add the other three essential steps; ability to gain knowledge independently, power to use knowledge, and desire to use it for good purposes. We must free our schools from the charge made against them by George Eliot, that "They mostly make people like bladders—just good enough to hold the stuff poured into them." We must make our pupils investigators as well as accumulators, producers as well as receivers.

#### RESULTS OF THE COMBINED EXAMINATION.

The Combined Examiners in 1886 were: William Anderson, Chairman; A. McMurchy, M.A.; John A. Patterson, M.A.; G.



B. Sparling, M.A. ; and W. Nattress, M.D. The following tables show the standing of the competing classes in the various subjects :

### SENIOR FIFTH BOOK CLASS.

TEN PUPILS FROM EACH CLASS.

SCHOOLS.	Mathematics.	Grammar, Com- position, and Hygiene.	History & Geo- graphy.	Reading, Spell- ing, and Deriv- ation.	Writing, Music, Bookkeeping & Drawing.	Total.
Marks possible .....	2850	1800	2000	1600	1700	9950
Wellesley, Boys.....	1676	1348	1406	1185	1148 $\frac{1}{2}$	6763 $\frac{1}{2}$
“ Girls.....	1536	1425	1393	1288	1019	6661
Ryerson, Girls.....	1212	1394	1363	1236	1030	6235
“ Boys.....	1200	1311	1448	1044	1030	6033
Dufferin, “.....	1318	1360	1232	1164	952	6026
“ Boys.....	989	1117	1021	915	977	5019

### JUNIOR FIFTH BOOK CLASS.

TEN PUPILS FROM EACH CLASS.

SCHOOLS.	Mathematics.	Grammar, Com- position, and Hygiene.	History & Geo- graphy.	Reading, Spell- ing, and Deriv- ation.	Writing, Music, Bookkeeping & Drawing.	Total.
Marks possible .....	2700	1800	2000	1600	1700	9800
Wellesley, Girls.....	1531	1428	1130	1297	980	6366
Dufferin, “.....	1396	1374	832	1121	938	5661
Ryerson, “.....	1279	1166	899	1058	943	5345
Jesse Ketchum.....	1481	1302	678	1062	775	5298
Ryerson, Boys.....	1357	1032	1009	1044	817	5264
Wellesley, “.....	1134	1041	957	993	950	5075
Dufferin, “.....	1112	1112	767	816	778	4585

## SENIOR FOURTH BOOK CLASS.

TEN PUPILS FROM EACH CLASS.

SCHOOLS.	Arithmetic, Mensuration, and Algebra.	Grammar, Com- position, and Hygiene.	History & Geo- graphy.	Reading, Spell- ing, and Deriv- ation.	Writing, Draw- ing, and Music.	Total.
Marks possible .....	2000	1550	2000	1600	1200	8350
Dufferin, Boys .....	1276	1052	986	1238	500	5052
“ Girls.....	1024	1116	1011	1204	652	5007
Wellesley, “ .....	918	1098	1008	1296	628	4948
“ Boys.....	698	945	969	1233	524	4369
Ryerson, Girls.....	669	1045	1021	1094	484	4313
“ Boys.....	733	1055	843	1145	475	4251
Jesse Ketchum, Mixed.....	662	966	737	1349	496	4210
John “ .....	664	905	621	1211	514	3915
Victoria “ .....	640	1003	592	1093	490	3818
Bolton Avenue “ .....	535	766	523	1091	392	3307
Hope “ .....	307	882	461	1084	455	3189
Orphans' Home “ .....	313	443	294	455	308	1813

## JUNIOR FOURTH BOOK CLASS.

FIVE PUPILS FROM EACH CLASS.

SCHOOLS.	Arithmetic.	Grammar, Com- position, and Hygiene.	History & Geo- graphy.	Reading, Spell- ing, and Deriv- ation.	Writing, Draw- ing, and Music.	Total.
Marks possible .....	750	775	1000	800	600	3925
Wellesley, Girls.....	570	642	571	624	351	2758
Ryerson, Boys.....	534	579	658	601	361	2733
Dufferin, Girls.....	380	599	570	626	380	2555
“ Boys.....	558	550	520	536	314	2478
Ryerson, Girls.....	315	600	473	700	356	2444
John, Mixed .....	485	553	518	523	294	2373
Louisa .....	444	514	507	586	296	2347
Wellesley, Boys.....	327	484	389	621	310	2131
Phœbe, Mixed.....	450	544	433	429	274	2130
Park .....	625	423	352	384	227	2011
Winchester .....	358	426	330	609	281	2004
Givins' .....	432	515	257	424	319	1947
Church .....	494	323	285	481	297	1880
Victoria, Boys .....	510	402	353	351	262	1878
Jesse Ketchum, Mixed.....	450	428	351	300	313	1842
Borden .....	280	383	391	470	265	1789
Hope .....	247	457	296	467	282	1749
Niagara .....	250	318	322	377	280	1547

The following is a list of the winners of the Medals, Scholarships, and Prizes in the various classes, at the Combined Examination :—

### SENIOR FIFTH BOOK CLASSES.

#### *John McDonald Medals.*

1. Herbert Sampson, Wellesley School.
2. { Lizzie Blight,           “       “  
      { Douglas Airth,       “       “

#### *Rev. Septimus Jones' Prize for Best Reader.*

Maggie Lee, Dufferin School.

### SCHOLARSHIPS.

#### *Boys.*

1. Herbert Sampson, Wellesley School.
2. Douglas Airth,           “       “
3. Edgar McAllister,     “       “
4. Wm. Porter,            “       “
5. Wm. J. Shaw,           “       “
6. Harry Brown, Ryerson School.

#### *Girls.*

1. Lizzie Blight, Wellesley School.
2. Jennie Tector,       “       “
3. Etta Jackes,         “       “
4. Eliza Trolley, Ryerson   “
5. Beatrice Grant,       “       “
6. Laura Parkinson, Dufferin “

## MATHEMATICS.

1. Jessie Phillips, Dufferin School.
2. Edith Young, Wellesley “
3. Harry Jones, “ “
4. Frank Kleiser, Ryerson “

## GRAMMAR, COMPOSITION, AND HYGIENE.

1. Sue Stoodley, Wellesley School.
2. { Ernest McHolm, “ “  
Jesse Milner, Ryerson “
4. Lucinda Pleasant, Dufferin “

## HISTORY AND GEOGRAPHY.

1. Lilly Fry, Ryerson School.
2. { Frank Kleiser, Ryerson “  
Harry Jones, Wellesley “
4. Wm. Chambers, Ryerson “

## READING, SPELLING, AND DERIVATION.

1. Edith Young, Wellesley School.
2. Julia Cowan, “ “
3. { Sue Stoodley, “ “  
Lillie Fry, Ryerson “

## WRITING, BOOKKEEPING, DRAWING, AND MUSIC.

1. Arthur Lugsdin, Dufferin School.
2. Emily Parkinson, “ “
3. { Thos. Church, “ “  
Harry Jones, Wellesley “

## INSPECTOR'S REPORT.

## JUNIOR FIFTH BOOK CLASSES.

*Cooper Medals for General Proficiency.*

1. Kate Ellis, Wellesley School.
2. Joseph Meek, Ryerson “

## GENERAL PROFICIENCY.

1. Katie Ellis, Wellesley School.
2. Maggie Moffatt, “ “
3. Jane Conboy, “ “
4. Clara Nasmith, “ “
5. Agnes Cameron, “ “

## MATHEMATICS.

1. Isidore McFarlane, Ryerson School.
2. Fred Doran, Dufferin “
3. Robert Wray, Jesse Ketchum “
4. A. N. Middleton, Ryerson “

## GRAMMAR, COMPOSITION, AND HYGIENE.

1. Emma McAllister, Wellesley School.
2. Bessie Godwin, Jesse Ketchum “
3. Jessie Rogers, Wellesley “
4. Maggie McAuley, Dufferin “

## HISTORY AND GEOGRAPHY.

1. Joseph Meek, Ryerson School.
2. Alfred Rolls, Wellesley “
3. Oscar Wenbourne, “ “
4. Addie Tennant, Ryerson “

## READING, SPELLING, AND DERIVATION.

1. Christina McGregor, Wellesley School.
2. { Thos. Benson, Ryerson " "
- { Joseph Meek " "
- { Clara Sharp, " "

## WRITING, BOOKKEEPING, DRAWING, AND MUSIC.

1. Martha Williams, Dufferin School.
2. Emma McAllister, Wellesley "
3. Joseph Meek, Ryerson "
4. Alice Willmott, " "

## SENIOR FOURTH BOOK.

## GENERAL PROFICIENCY.

1. Annie Reid, Dufferin School.
2. Chas. Lowry, " "
3. Mary Newton, " "
4. John Hanna, Ryerson "
5. Amanda Remington, Wellesley "

## MATHEMATICS.

1. Charles Dewey, Dufferin School.
2. Jno. Stephenson, " "
3. Edwin Freyseng, " "
4. Edwin Clark, " "

## GRAMMAR, COMPOSITION, AND HYGIENE.

1. James Currie, Ryerson School.
2. Arthur Evans, " "
3. Maggie McGregor, Wellesley "
4. Robina Miller, Ryerson "

## INSPECTOR'S REPORT.

## HISTORY AND GEOGRAPHY.

1. Jno. Macdonald, Wellesley School.
2. Florence Parker, " "
3. William Chandler, Dufferin "
4. Frederick Temple, Ryerson "

## READING, SPELLING, AND DERIVATION.

1. Bertha Ashfield, Jesse Ketchum School.
2. Alice St. Croix, Wellesley "
3. Zoe Smiley, Jesse Ketchum "
4. Arthur Haughton, " " "

## WRITING, DRAWING, AND MUSIC.

1. Katie Hughes, Dufferin School.
2. { Nellie Boynes, Jesse Ketchum "
- { Jessie Knowles, Wellesley "
4. Alice St. Croix, " "

## JUNIOR FOURTH BOOK CLASS.

## GENERAL PROFICIENCY.

1. Fannie Richardson, Dufferin School.
2. Ernest Burns, " "
3. Georgie McDougal, Wellesley "
4. Lilian Carruthers, " "
5. Addie Saunders, " "

## ARITHMETIC AND MENSURATION.

1. { Louie Abrey, Wellesley School.
- { W. Braund, Phoebe Street "
- { J. Dyas, John " "
- { F. Moffatt, Church " "



## GRAMMAR, COMPOSITION, AND HYGIENE.

1. Samuel Henry, Wellesley School.
2. Lizzie McBean, Ryerson “
3. George Gowans, Dufferin “
4. Lottie Herrie, Wellesley “

## HISTORY AND GEOGRAPHY.

1. Bethune Cockburn, Ryerson School.
2. { Sarah Gibbons, “ “
- { Thomas Kemp, John Street “
4. George Gowans, Dufferin “

## READING, SPELLING, AND DERIVATION.

1. { Mabel Price, Ryerson School.
- { Lizze McBean, “ “
3. Nellie Reid, “ “
4. Harry Bruce, Wellesley “

## WRITING, DRAWING, AND MUSIC.

1. { Grace Beatty, Dufferin School.
  - { Mabel Price, Ryerson “
  3. Bertie Dyke, “ “
  4. Douglas Eby, Wellesley “
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## REPORT

OF THE

*Examiners in Regard to the Combined Examinations.*

The Examiners have the honor to report that on the 21st and 22nd June, they examined the pupils selected from the four highest divisions of the City Public Schools. The examinations took place in the Ryerson and Dufferin Schools, and, as usual, the answers were given in writing. The results of a careful scrutiny and comparison of the papers handed in are given above. In addition to the names of the pupils entitled to receive scholarships, medals and prizes, a tabular statement is given showing the aggregate number of marks taken by every division in each of the subjects of study. This will afford a ready means of ascertaining at a glance the comparative standing of the various schools. It must, however, be borne in mind, as has been remarked on former occasions, that in estimating the respective merits of Teachers, some allowance must be made for local advantages. Speaking generally, the Examiners are happy to be able to state that abundant evidence is everywhere apparent of careful teaching, diligent study and steady progress. While much attention has evidently been given to the higher branches of the Public School Curriculum, the more elementary subjects have not been neglected. The spelling was remarkably good. The improved plan of teaching this subject by means of written, instead of oral exercises, is now generally pursued, and greatly facilitates the work. The Writing, also, was exceptionally well

done, some of the specimens, even in the Senior Fourth Book, being really elegant, but not showy. The general neatness of the answer papers was generally remarked, and the concise and well-arranged language employed in the answers exhibits a very creditable degree of progress in the elements of English Composition. Nor was the improvement confined to special cases, the competition having been remarkably close throughout. In the contest for the medals presented by Mr. John McDonald, to the two best pupils in the City Schools, Herbert Sampson, who stood first, was only nine marks ahead of Lizzie Blight and Douglas Airth, who stood second and equal.

A Special Examination of competitors for the prize presented by the Rev. Septimus Jones, for the best reader in the City Public Schools, took place at the Wellesley School on the 29th June. About fifty pupils presented themselves. The highest place in this contest was awarded to Maggie Lee of the Dufferin School. Four others were deemed worthy of a second trial, and are entitled to honorable mention in the following order:—Julia Cowan and Jennie Tector, Wellesley School; Annie Reed, Dufferin School, and Bessie Dyas, John Street School.

The Examiners would remark in conclusion that the Board of Trustees, and the citizens of Toronto generally, have good reason to feel proud of the high state of efficiency of their Public Schools. It is almost unnecessary to say that the Inspector and his well-selected staff of teachers are earnest, faithful and zealous workers; for without these qualities the highly satisfactory results brought out by the Combined Examinations could not have been realised.

WM. ANDERSON,

*Chairman Board of Examiners.*

## PROGRESS OF THE PUBLIC SCHOOLS.

Table E gives a comparative statement of various items relating to the Schools since 1844. It will be seen, by reference to it, that the increase in the attendance at our schools has been very rapid.

In 1856	the average registered No.	was	2,318,	the daily attendance,	1,747
" 1866	"	"	3,139,	"	2,399
" 1876	"	"	6,912,	"	5,976
" 1886	"	"	15,365,	"	13,642

The attendance has thus been considerably more than doubled during the past ten years.

Respectfully submitted,

JAMES L. HUGHES,

*Public School Inspector.*

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Statistical and Reference Tables.

TABLE A.

*Showing the Registered Number of Pupils in each School for each Month.*

SCHOOLS.	JAN.	FEB.	MAR.	APRIL.	MAY.	JUNE.	SEPT.	OCT.	NOV.	DEC.	AVERAGE
Wellesley .....	1003	1029	1032	1001	1003	950	1079	1064	1061	1028	1025
Dufferin.....	807	796	781	772	732	700	321	1057	1097	1040	810
Ryerson.....	662	654	635	639	618	594	691	1104	1120	1075	779
J. Ketchum .....	762	772	780	775	774	746	836	796	795	759	779
Phœbe Street .....	743	773	795	812	817	784	796	601	638	612	737
Victoria " .....	648	666	665	672	673	647	663	655	645	621	655
Hope " .....	840	811	816	839	828	783	870	877	822	797	828
John " .....	599	594	593	583	597	570	597	601	589	556	588
Niagara " .....	497	486	451	488	512	490	587	583	564	555	521
Church " .....	533	530	548	534	540	520	515	526	522	493	526
Louisa " .....	447	442	446	437	448	440	465	456	451	416	449
Elizabeth " .....	415	418	420	405	422	402	452	445	444	414	424
Park .....	542	544	546	560	554	542	593	550	544	507	548
Winchester Street .....	574	562	540	552	571	530	588	526	511	492	545
Bathurst " .....	564	551	596	613	637	676	724	603	627	622	621
Borden " .....	567	581	590	583	597	572	606	585	596	559	584
Givins' " .....	585	566	559	578	630	647	690	692	697	813	646
Parliament " .....	439	426	424	443	440	420	451	422	428	406	430
George " .....	327	322	323	327	314	316	376	372	382	353	341
Brant " .....	349	357	367	388	408	399	459	488	402	376	399
Bolton " .....	460	461	454	441	692	670	697	702	693	656	593
Palace " .....	208	194	210	230	229	214	272	272	277	246	235
York " .....	212	217	215	219	229	215	244	241	248	245	228
Rose Avenue.....	301	299	307	337	326	348	358	358	366	349	335
Morse Street .....	222	234	233	225	226	213	261	258	263	248	238
Cottingham " .....	126	122	126	133	112	113	147	162	167	168	138

TABLE A.—(CONTINUED.)

*Showing the Registered Number of Pupils in each School for each Month.*

SCHOOLS.	JAN.	FEB.	MAR.	APRIL.	MAY.	JUNE.	SEPT.	OCT.	NOV.	DEC.	AVERAGE
Leslie Street .....	67	68	74	67	51	48	60	63	66	65	63
Mabel " .....	212	226	243	246	235	231	251	278	267	257	245
Howard " .....	46	50	55	56	56	57	61	62	60	66	57
Dewson " .....	139	142	144	157	175	183	220	240	246	212	186
Boys' Home .....	85	83	85	97	77	104	111	107	106	105	96
Girls' " .....	48	48	47	43	47	51	52	54	55	51	50
Orphans' " .....	119	130	137	146	151	137	140	138	144	133	137
College Avenue .....	85	97	102	96	107	110	66	117	70	74	92
Spadina " .....	..	..	42	69	91	84	123	124	119	115	77
Total .....	14233	14251	14381	14563	14919	14506	15422	16179	16082	15484	15005

NOTE.—This does not include the Kindergarten attendance

TABLE B.

*Shewing the Average Attendance at each School for each Month.*

SCHOOLS.	JAN.	FEB.	MARCH.	APRIL.	MAY.	JUNE.	SEPT.	OCT.	NOV.	DEC.
Wellesley .....	909	930	925	912	907	859	997	996	978	959
Dufferin .....	711	696	668	673	669	620	314	1022	1001	939
Ryerson .....	600	584	558	564	554	515	612	1012	1041	999
Jesse Ketchum .....	678	686	659	644	662	683	743	726	718	691
Phœbe Street .....	644	687	683	702	725	708	705	536	569	567
Victoria " .....	556	576	578	582	595	568	573	595	579	570
Hope " .....	747	676	771	717	705	668	760	759	718	706
John " .....	543	545	518	521	533	509	533	536	525	507
Niagara " .....	433	406	359	409	442	438	500	505	507	505
Church " .....	465	460	459	451	483	450	461	478	473	451
Louisa " .....	393	388	382	374	389	385	399	379	388	367
Elizabeth " .....	372	376	355	348	358	369	389	385	394	370
Park .....	498	486	466	479	496	486	522	504	492	463
Winchester Street .....	508	476	433	459	486	463	516	456	437	452
Bathurst " .....	492	488	536	547	556	615	654	541	562	591
Borden " .....	479	523	513	500	526	504	535	509	529	513
Givins' " .....	541	523	495	459	533	591	602	613	605	720
Parliament " .....	384	372	352	385	393	378	395	354	366	359
George " .....	292	279	283	285	274	280	327	332	328	315
Brant " .....	312	319	326	342	366	363	394	346	351	349
Bolton " .....	403	406	359	361	617	587	605	603	611	574
Palace " .....	180	164	178	195	200	191	237	237	234	214
York " .....	188	189	181	188	203	189	209	206	222	223
Rose Avenue .....	263	248	221	245	261	302	322	313	321	317
Morse Street .....	192	211	192	186	206	194	244	239	231	226
Cottingham " .....	107	110	105	110	92	93	127	139	140	152



TABLE B.—(CONTINUED.)

*Shewing the Average Attendance at each School for each Month.*

SCHOOLS.	JAN.	FEB.	MARCH.	APRIL.	MAY.	JUNE.	SEPT.	OCT.	NOV.	DEC.
Leslie Street.....	53	59	57	50	41	44	51	52	59	59
Mabel ".....	180	189	188	157	176	201	210	227	214	205
Howard ".....	40	46	52	47	50	53	55	57	54	60
Dewson ".....	119	116	94	107	147	160	187	208	201	194
Boys' Home.....	82	80	80	87	71	103	105	106	104	104
Girls' ".....	47	47	42	43	41	43	48	49	54	51
Orphans' ".....	115	125	133	138	137	132	136	133	135	129
College Avenue.....	65	74	70	66	73	78	46	78	53	60
Spadina ".....	..	..	34	47	75	74	102	111	102	94
Total .....	12591	12540	12305	12380	13042	12896	13615	14342	14296	14055

TABLE C.

*Shewing the No. of Days Lost through Absence during the Year.*

SCHOOLS.	Average Register'd Number.	JAN.	FEB.	MARCH.	APRIL.	MAY.	JUNE.	SEPT.	OCT.	Nov.	DEC.
Wellesley .....	1025	1285	1638	2246	1632	1807	1518	1411	1253	1410	1176
Dufferin .....	810	1525	1794	2517	1967	1514	1564	14	889	2016	1761
Ryerson .....	779	879	1179	1713	1353	1273	1493	893	1456	1651	1184
Jesse Ketchum .....	779	1160	1517	2502	2136	1832	1348	1506	1772	1591	1171
Phœbe Street .....	737	1572	1583	2477	2064	1739	1675	1888	450	1353	772
Victoria " .....	655	1409	1470	2229	1557	1558	1757	1335	1169	1367	946
Hope " .....	828	1420	1842	2304	2304	2137	2296	2219	2201	2190	1553
John " .....	588	820	876	1626	1155	1228	1370	1294	1283	1311	813
Niagara " .....	521	863	1479	2085	1463	1456	1217	1688	1522	1349	844
Church " .....	526	1075	1251	1969	1615	1256	1191	1050	808	1095	707
Louisa " .....	449	685	906	1196	1166	846	995	972	1141	1260	686
Elizabeth " .....	424	483	787	1152	946	897	771	1046	933	905	543
Park .....	548	575	1025	1594	1951	1116	1243	1495	995	1225	710
Winchester Street .....	545	961	1389	1369	1173	1157	1408	1148	1131	1109	700
Bathurst " .....	621	634	867	1258	1373	1341	1169	1428	1115	1182	594
Borden " .....	584	1235	1201	1708	1600	1477	1464	1651	1471	1549	630
Givins' " .....	646	677	932	1541	2004	1719	1646	1776	1504	1758	1472
Parliament " .....	430	848	1099	1672	1173	807	965	832	945	1067	669
George " .....	341	549	707	979	878	838	766	1178	829	1084	614
Brant " .....	399	562	703	909	866	827	913	942	961	1105	586
Bolton " .....	593	596	888	1285	964	1238	1740	1496	1401	1177	1198
Palace " .....	235	240	348	482	436	568	344	488	447	698	372
York " .....	228	357	557	744	516	608	720	769	651	637	436
Rose Avenue .....	335	860	975	1766	1045	1118	952	864	847	953	517
Morse Street .....	238	348	388	656	472	391	402	239	364	481	270

TABLE C.—(CONTINUED.)

*Shewing the No. of Days Lost through Absence during the Year.*

SCHOOLS.	Average Register'd Number.	JAN.	FEB.	MARCH.	APRIL.	MAY.	JUNE.	SEPT.	OCT.	NOV.	DEC.
Cottingham Street .....	138	309	266	504	457	440	430	394	398	554	301
Leslie " .....	63	238	184	387	328	195	97	206	176	113	122
Mabel " .....	245	524	689	1180	1613	702	627	765	761	876	646
Howard " .....	57	42	56	74	168	108	97	132	115	146	97
Dewson " .....	186	220	550	833	599	449	451	455	444	695	375
Boys' Home.....	96	61	117	130	134	62	43	74	60	62	48
Girls' " .....	50	10	34	51	4	153	186	54	50	38	0
Orphans' " .....	137	58	65	64	73	95	95	104	110	133	69
College Avenue.....	92	380	494	625	608	714	604	419	696	292	247
Spadina " .....	77	..	..	91	147	184	190	195	172	265	358
Total .....	15005	23460	29856	43918	37940	33850	33747	32400	30520	34697	23187

TABLE D.

*Showing the Number of Cases of Lateness during the Year.*

SCHOOLS.	Average Number Registered	JAN.	FEB.	MAR.	APRIL.	MAY.	JUNE.	SEPT.	OCT.	NOV.	DEC.	TOTAL.
Wellesley .....	1025	26	14	17	20	16	15	23	18	39	28	216
Dufferin .....	810	36	26	17	14	17	6	0	24	52	41	233
Ryerson .....	779	41	25	16	15	17	19	26	18	49	29	255
J. Ketchum .....	779	22	23	22	17	26	17	18	22	39	30	236
Phœbe Street .....	737	35	33	16	22	22	21	36	14	49	30	278
Victoria " .....	655	66	47	66	46	39	48	65	59	77	56	569
Hope " .....	828	129	105	77	57	78	28	53	65	97	90	779
John " .....	588	41	30	47	5	57	80	56	53	65	34	468
Niagara " .....	521	65	38	25	21	43	23	46	27	35	46	369
Church " .....	526	53	36	32	21	32	23	34	34	31	31	327
Louisa " .....	449	48	29	34	38	49	26	45	36	45	42	392
Elizabeth " .....	424	27	24	30	19	26	12	32	28	43	18	259
Park .....	548	25	9	11	7	12	9	21	23	23	20	160
Winchester Street ..	545	88	59	39	34	35	55	47	40	45	36	478
Bathurst " ..	621	54	47	48	33	32	33	27	35	45	38	392
Borden " ..	584	76	75	64	69	59	47	40	43	79	43	595
Givins' " ..	646	49	40	46	24	53	37	41	48	60	75	473
Parliament " ..	430	40	43	26	11	9	13	27	32	32	25	258
George " ..	341	18	36	14	12	16	10	21	20	18	15	180
Brant " ..	399	21	21	24	30	30	23	30	17	42	55	293
Bolton " ..	593	40	39	17	25	24	39	34	23	43	27	311
Palace " ..	235	15	0	7	1	2	3	4	2	6	3	43
York " ..	228	51	31	26	22	21	24	33	19	37	29	293
Rose Avenue .....	335	36	26	40	33	23	44	13	40	80	42	377

TABLE D.—(CONTINUED.)

*Showing the Number of Cases of Lateness during the Year.*

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SCHOOLS.	Average Number Registered	JAN.	FEB.	MAR.	APRIL.	MAY.	JUNE.	SEPT.	OCT.	NOV.	DEC.	TOTAL
Morse Street ..	238	24	46	27	30	2	6	7	4	28	11	185
Cottingham " ..	138	11	7	7	8	4	8	10	11	14	13	93
Leslie " ..	63	26	9	9	10	6	1	1	0	3	3	68
Mabel " ..	245	25	19	15	13	11	10	28	24	31	21	197
Howard " ..	57	7	7	2	2	3	3	4	7	13	6	54
Dewson " ..	186	18	10	8	13	13	8	23	22	21	11	147
Boys' Home....	96	7	7	4	2	0	0	0	0	0	0	20
Girls' " .....	50	0	0	0	2	0	0	1	2	1	0	6
Orphans' " .....	137	1	0	4	6	14	4	2	1	1	2	35
College Avenue .....	92	74	74	57	67	57	74	58	97	104	97	759
Spadina " .....	77	..	..	8	26	51	33	9	17	14	8	166
Total .....	15005	1295	1035	902	775	899	802	915	925	1361	1055	9964

TABLE E.

Comparative Statement of the City Schools, under Specific Headings, from 1844 to 1886, both inclusive.

Year.	City Population.	Average Registered Attendance.	Average Daily Attendance.	No. of Teachers.	Average No. of Pupils to each Teacher.	Total Cost of Maintaining the Schools.	Cost per child per an. on basis of Registered Attendance.	Cost per child per an. on basis of Daily Attendance.
1844	18500	....	1194	12	100	4½ months, \$ 5508	.....	\$ 5 00
1845	19706	....	1108	12	92	12 " " 7684	.....	7 00
1846	20565	....	1212	15	81	12 " " 8044	.....	6 00
1847	21734	....	1255	13	97	12 " " 7484	.....	6 00
1848	23503	....	1431	13	110	6 " " 3668	.....	5 20
1849	24226	....	1325	13	102	6 " " 3668	.....	5 08
1850	25766	....	1259	15	91	12 " " 7992	.....	6 30
1851	30762	1843	1266	16	85	12 " " 9624	5 80	7 20
1852	35000	1872	1346	16	84	12 " " 10232	5 40	7 40
1853	40000	1886	1402	20	70	12 " " 12860	7 00	9 00
1854	41500	1971	1456	21	69	12 " " 16704	8 50	11 40
1855	42500	2066	1570	31	50	12 " " 20872	10 00	13 00
1856	43250	2318	1747	32	55	12 " " 22568	10 00	12 80
1857	45000	2480	1863	36	52	12 " " 24216	10 00	13 00
1858	47500	2522	1987	36	55	12 " " 26386	9 69	12 80
1859	45000	2742	2150	38	56	12 " " 25212	9 20	11 73
1860	45000	2846	2260	38	59	12 " " 26044	9 15	11 52
1861	44743	2800	2180	38	57	12 " " 25640	9 16	11 75
1862	45000	2825	2183	38	57	12 " " 25054	8 94	11 48
1863	47500	3000	2187	38	60	12 " " 25636	8 54	11 21
1864	47500	3121	2400	39	61	12 " " 26184	8 39	10 91
1865	47500	3248	2251	40	56	12 " " 26448	8 11	11 75
1866	47500	3139	2399	41	58	12 " " 27548	8 52	11 17
1867	47000	3364	2609	41	64	12 " " 26900	7 90	10 31
1868	50000	3657	2810	45	62	12 " " 29444	7 94	10 33
1869	55000	3906	3132	46	68	12 " " 30460	7 80	9 73
1870	56000	4106	3288	50	64	12 " " 33348	8 02	10 02
1871	57500	4646	3638	52	70	12 " " 35000	7 53	9 62
1872	58000	5100	4070	61	67	12 " " 42500	8 03	10 44
1873	60000	5536	4453	65	69	12 " " 55500	10 02	12 46
1874	62000	5924	4814	75	85	12 " " 52000	6 31	10 80
1875	64000	6447	5386	90	72	12 " " 58772	6 08	10 91
1876	65000	6912	5976	94	73	12 " " 60456	6 17	10 13
1877	67000	7606	6860	128	59	12 " " 76006	6 90	11 07
1878	68000	7276	7467	140	59	12 " " 83792	7 29	11 22
1879	70000	8910	8144	148	60	12 " " 89713	7 44	11 02
1880	73000	8987	8215	150	60	12 " " 92842	7 45	11 30
1881	92000	9321	8409	162	58	12 " " 98602	7 91	11 75
1882	93000	9874	8802	176	56	12 " " 110872	8 13	11 52
1883	95000	11191	10111	200	56	12 " " 134317	8 77	13 28
1884	96000	13281	11758	227	59	12 " " 147821	8 42	12 57
1885	110000	13905	12484	241	58	12 " " 161399	8 86	12 93
1886	118403	15365	13642	257	60	12 " " 170941	8 34	12 34

TABLE F.

*List of Teachers, showing the Division taught by each Teacher ; their Certificates ; Places of Training ; and the dates at which they entered the service of the Board.*

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)	
HEAD TEACHERS.				
Miss C. M. Churchill.....	1st B.	Prov. Normal School.	October,	1858
Martin Gill .....	1st A.*	Dublin Ch. Ed. Society.	November,	1859
Samuel McAllister .....	1st A.	.....	November,	1859
Miss Annie L. Armstrong .....	2nd A.	Prov. Normal School.	July,	1861
Miss Olivia Dunn .....	1st A.	" "	January,	1864
Richard Lewis .....	1st A.*	Liverpool, England.	September,	1867
John Phillips .....	1st C.*	.....	June,	1868
John Campbell.....	1st A.*	Prov. Normal School.	November,	1868
Miss E. A. Williams .....	1st B.	" "	October,	1870
A. F. Macdonald .....	1st A.*	.....	May,	1871
Robert W. Doan .....	1st B.	Prov. Normal School.	April,	1872
W. J. Hendry .....	1st C.	" "	January,	1873
Andrew Hendry .....	1st C.	" "	September,	1874
Levi J. Clark .....	1st C.	.....	November,	1874
Miss Hessie How.....	2nd B.	Prov. Normal School.	February,	1875
" Annie I. Cameron .....	1st A.	" "	August,	1875
Albert R. Pyne.....	1st C.	" "	August,	1875
Mrs. G. S. Riches.....	2nd A.	" "	September,	1875
" J. S. Arthurs .....	1st A.	" "	February,	1876

TABLE F.—CONTINUED.

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)	
G. K. Powell.....	1st A.	Prov. Normal School	January,	1877
Adam Morrison .....	2nd A.	“ “	January,	1877
George Crane .....	2nd B.	“ “	January,	1877
R. T. Martin.....	2nd B.	“ “	January,	1877
Wm. Cassidy .....	1st A.	“ “	October,	1879
Miss F. McKee.....	2nd B.	“ “	October,	1879
Thomas Parker .....	2nd A.	“ “	September,	1881
James Boddy .....	2nd B.	“ “	September,	1881
Mrs. G. C. Warburton,.....	1st C.	“ “	September,	1881
Miss E. Gillin .....	1st C.	“ “	January,	1882
E. A. Stevens .....	1st C.	“ “	March,	1883
J. T. Slater .....	1st C.	“ “	September,	1883
J. E. Armstrong .....	2nd A.	.....	September,	1883
Chas. S. McMain.....	2nd B.	.....	September,	1883
Harold Clark .....	1st C.	Prov. Normal School.	January,	1884
Alexander Muir .....	1st A.	.....	May,	1884
<b>ASSISTANT TEACHERS.</b>				
A. McMillan .....	1st A.	.....	November,	1884
E. Byfield .....	1st C.	Prov. Normal School.	November,	1884
Thomas Hogarth.....	2nd B.	“ “	January,	1886
Chester Ferrier .....	1st C.	“ “	October,	1886

\* Granted by Co. Board. Made Provincial by Act of Legislature, 1885.



**TABLE F.—CONTINUED.**  
**FEMALE ASSISTANT TEACHERS.**

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)	
Miss M. J. Keown .....	1st A.*	Prov. Normal School.	April,	1852
“ Elizabeth Kennedy .....	2nd A.	“ “	November	1855
“ Susan Hamilton .....	1st C.	“ “	April,	1858
“ Rebecca Thompson .....	2nd A.	“ “	October,	1859
“ Kate A. Scarlett.....	2nd B.	“ “	January,	1863
“ Jessie Rogers .....	1st B.	“ “	January,	1865
“ Margaret Buik .....	1st A.	“ “	May,	1865
“ Charlotte Spotton .....	1st B.	“ “	April,	1866
Mrs. Kate Stevenson .....	1st C.	“ “	September,	1869
“ Annie Carey .....	2nd A.	“ “	September,	1870
Miss J. A. Cruise.....	1st C.	“ “	September,	1870
“ Mary A. Worth .....	1st A.	“ “	September,	1870
“ Jessie Campbell.....	1st C.*	.....	October,	1870
“ Margaret Coyne.....	1st C.	Prov. Normal School.	February,	1871
Mrs. Lilly Leadlay .....	1st B.	“ “	March,	1872
Miss Emma Kennedy.....	1st C.	“ “	April,	1872
“ A. M. Killoch .....	1st C.	“ “	April,	1872
“ S. McCreight .....	1st A.	“ “	April,	1872
“ Susan McKenzie .....	2nd A.	“ “	April,	1872
“ Carrie M. Gray .....	1st A.	.....	January,	1873
“ Maria Woods .....	1st C.	Prov. Normal School.	January,	1873
“ Amelia Sims .....	2nd A.	“ “	February,	1873
“ Margaret Hunter .....	2nd B.	“ “	April,	1873
Mrs. M. A. Gregg.....	2nd A.	“ “	August,	1873
“ E. A. Green.....	1st C.	“ “	March,	1874

TABLE F.—CONTINUED.  
FEMALE ASSISTANT TEACHERS.

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)
Miss Jane Smyth .....	1st A.*	Prov. Normal School.	March, 1874
“ Mary Gunn .....	1st B.	“ “	September, 1874
Mrs. J. A. McBrien .....	2nd B.	“ “	September, 1874
Miss Thomasina Carlyle .....	2nd B.	“ “	August, 1875
“ Louisa Lumsden .....	2nd B.	“ “	August, 1875
Mrs. M. A. McDonald .....	1st C.*	.....	August, 1875
Miss Mary A. Westman .....	2nd A.	Prov. Normal School.	August, 1875
Mrs. Emma Lilly .....	2nd	“ “	September, 1875
Miss Isabella Mearns .....	1st B.	“ “	September, 1875
“ Minnie Smith .....	2nd A.	“ “	September, 1875
Mrs. J. N. Agnew .....	1st	“ “	October, 1875
Miss Alice Freeman .....	2nd B.	“ “	October, 1875
“ Carrie J. Watson .....	2nd B.	“ “	October, 1875
“ Martha Sefton .....	2nd B.	“ “	January, 1876
Mrs. J. S. Balmer .....	1st	“ “	April, 1876
Miss J. Gunn .....	1st C.	“ “	August, 1876
“ C. Sykes .....	2nd B.	“ “	August, 1876
“ Kate M. Allen .....	2nd A.	“ “	October, 1876
“ Charlotte F. Jackson .....	2nd B.	“ “	October, 1876
Mrs. Breckon .....	1st B.	“ “	January, 1877
Miss Eliza M. Chadwick .....	2nd B.	“ “	January, 1877
“ Elizabeth Foulds .....	2nd B.	“ “	January, 1877
“ L. Gellatly .....	2nd B.	“ “	January, 1877
“ A. A. Gray .....	1st C.	“ “	January, 1877
“ E. R. Gray .....	2nd B.	“ “	January, 1877



TABLE F.—CONTINUED.  
FEMALE ASSISTANT TEACHERS.

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)
Miss A. D. Chown .....	2nd B.	Prov. Normal School.	September, 1884
“ A. E. Cullen .....	2nd B.	“ “	September, 1884
“ B. Carroll .....	2nd B.	“ “	September, 1884
“ C. Gray .....	2nd B.	“ “	September, 1884
“ I. Iles .....	1st B.	“ “	September, 1884
“ M. L. Johnston .....	2nd B.	“ “	September, 1884
Mrs. MacFarlane .....	2nd B.	“ “	September, 1884
Miss M. Martin .....	2nd B.	“ “	September, 1884
“ A. Myers .....	2nd B.	“ “	September, 1884
“ C. Niven .....	2nd A.	“ “	September, 1884
“ H. Ross .....	2nd A.	“ “	September, 1884
“ I. Ross .....	2nd B.	“ “	September, 1884
“ C. E. Sanderson .....	2nd B.	“ “	September, 1884
“ M. J. Warren .....	2nd B.	“ “	September, 1884
“ L. Young .....	2nd B.	“ “	September, 1884
“ C. Eadie .....	2nd B.	“ “	October, 1884
“ L. McFaul .....	2nd B.	“ “	October, 1884
“ Mary Sheppard .....	2nd B.	“ “	October, 1884
“ J. Gray .....	2nd A.	“ “	December, 1884
“ L. Woolley .....	2nd A.	“ “	March, 1885
“ P. Henry .....	2nd B.	“ “	April, 1885
“ R. Garvin .....	2nd B.	“ “	June, 1885
“ L. Brown .....	2nd A.	“ “	September, 1885
“ F. E. Sneath .....	2nd A.	“ “	September, 1885
“ A. H. Sanders .....	2nd B.	Prov. Normal School.	September, 1885



TABLE F.—CONTINUED.  
FEMALE ASSISTANT TEACHERS.

NAMES.	CERTIFICATES	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)	
Miss S. Keele .....	2nd B.	Prov. Normal School.	October,	1886
“ M. H. Keefer.....	2nd B.	“ “	October,	1886
“ L. Kennedy .....	2nd B.	“ “	October,	1886
“ M. L. McMillan.....	2nd B.	“ “	October,	1886
“ L. Riddell .....	2nd A.	“ “	October,	1886
“ P. Reinhart .....	2nd A.	“ “	October,	1886
“ A. Stewart .....	1st B.*	.....	October,	1886
“ G. Tuthill .....	2nd B.	Prov. Normal School.	October,	1886
“ B. M. White .....	2nd B.	“ “	October,	1886
“ A. M. Calder .....	2nd B.	“ “	November,	1886
“ M. Macallum .....	2nd A.	“ “	November,	1886
“ S. E. Barrington .....	2nd B.	“ “	December,	1886
“ J. Charlton.....	2nd B.	“ “	December,	1886
“ A. Neild .....	2nd B.	“ “	December,	1886
“ C. E. Latham.....	2nd B.	“ “	December,	1886

\* Granted by County Board. Made Provincial by Act of Legislature, 1885.

**TABLE F.—CONTINUED.**  
**FEMALE ASSISTANT TEACHERS.**

NAMES—KINDERGARTNERS.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)
Miss L. N. Currie .....	.....	.....	September, 1884
" E. N. Dawkins .....	.....	.....	September, 1884
" B. Nudel .....	.....	.....	September, 1884
" A. Fortune .....	.....	.....	January, 1886
" R. Rankin .....	.....	.....	September, 1886
" D. Walton .....	.....	.....	September, 1886
" M. Paterson .....	.....	.....	September, 1886
" R. Campbell .....	.....	.....	September, 1886
" F. Dawkins .....	.....	.....	September, 1886





Examination Papers.



# EXAMINATION PAPERS.

## COMBINED EXAMINATION.

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### ARITHMETIC.

#### SENIOR FIFTH BOOK.

1. Find the compound interest of \$760.50, for 4 years, at 4 per cent.
2. A rectangular bin which contains 480 cubic feet, has its depth, length, and breadth each increased 10 per cent. What is its capacity after this is done ?
3. If a wheel, which revolves at the rate of 480 times in 8 minutes, make 49 revolutions in a certain time, find the number of revolutions which another wheel will make in the same period, at the rate of 36 revolutions in 7 minutes.
4. Copper is bought at \$76.50 per ton, payable in 6 months ; how should it be sold the same day (giving eight months' credit,) so as to make the immediate gain 25 per cent., money being worth 4 per cent. per annum ?
5. I buy two articles for \$150 ; if I sell both and lose 4 per cent. on what one cost me, but gain 6 per cent. on what the other cost me, I should gain on the whole  $1\frac{1}{3}$  per cent. : what was the price of each ?

6. There are two substances, A and B, such that 8 cubic inches of A balance 5 cubic inches of B; if one cubic inch of each be transferred to the other scale-pan, which will be the more heavily laden? and by how much per cent.? What volume must now be cut from the one and placed with the other to restore equilibrium?
7. A railway company starts with a debt of half a million dollars, contracted at 6 per cent.; the net earnings of the first year amount to \$5,000, and additional money is borrowed at the same rate to pay the interest on the debt. In succeeding years their earnings increase by \$10,000 each year, and sufficient additional money is always borrowed at the same rate to pay the whole interest due. What is the position of the company at the end of the fourth year, after the interest is paid?
8. A man buys stock at  $90\frac{1}{2}$ , and sells out at 90, thereby losing \$206; he then invests in stock which is at 3 per cent. premium, and sells again when it has reached 5 per cent. premium. With the proceeds he invests in the 3 per cents. at 81. Find his yearly income from the last investment.
9. Find the cost of a draft on Montreal for \$1,000, payable 30 days after sight, exchange being  $\frac{1}{2}$  per cent. premium, and interest 6 per cent.

---

## ALGEBRA.

### SENIOR FIFTH BOOK.

1. Simplify (a)  $3a - [2b + (a - 2c) - 4c + \{ 3a + (-a - 2b + c) \}]$ .
- (b)  $3(a - x)(a + x) - 2(a - 2x)^2 - (3a - 2x)(2x - 3a) - 4(3x - a)(a + x)$ .

2. Divide  $x^4 - (3a - 5b)x^3 - (6a^2 + 15ab - 8b^2)x^2 - 6ab(5a + 4b)x - 48a^2b^2$  by  $x^2 - 3ax - 6a^2$ .

3. Find (a) L. C. M. of  $36ax^3 + 12x^2 + 6xy + 18ax^2y$ ,  
and  $60a^2x^3y - 16ax^2y - 12xy$ .

(b) H. C. F. of  $a^2 - b^2 - 1 - 2b$ , &  $a^2 - b^2 + 1 + 2a$ ,

4. Simplify (a)  $\frac{12y^3 - 7y^2 - 12y}{9y^3 + 6y^2 - 24y}$ .

$$(b) \frac{x-1}{x^2-7x+10} - \frac{x+2}{x^2-9x+14} - \frac{x-3}{x^2-12x+35}$$

$$(c) \left[ \frac{\frac{1}{a} + \frac{1}{b+c}}{\frac{1}{a} - \frac{1}{b+c}} \right] \times \left[ 1 + \frac{b^2 + c^2 - a^2}{2bc} \right]$$

5. Solve (a)  $(9 - 4x)(9 - 5x) = 36(2 - x)^2 - 4(5 - x)(5 - 4x)$ .

$$(b) \frac{2}{2x-5} = \frac{6}{3x-1} - \frac{1}{x-3}$$

$$(c) \frac{x+2}{x-1} - \frac{4-x}{2x} = \frac{7}{3}$$

6. On drawing up a body of men in the form of a solid square, there were 59 men over, and on increasing the side of the square by one there were 20 vacancies. How many men?

---

## GEOMETRY.

### SENIOR FIFTH BOOK.

1. If from the ends of the base of a triangle two straight lines be drawn to a point within the triangle, these lines shall be together less than the sides of the triangle, but shall contain a greater angle.

2. In a right angled triangle the square on the hypotenuse is equal to the sums of the squares on the other two sides.
3. Divide a straight line into two such parts that the rectangle contained by the whole line and one part of it shall be equal to the square of the other part.
4. If the sides of a triangle be bisected, and a line be drawn joining the points of bisection, this line shall be parallel to the base and equal to half of it.

---

## GRAMMAR AND COMPOSITION.

### SENIOR FIFTH BOOK.

1. Explain fully—indirect object, apposition, complex sentence, origin of the final *d* or *ed* in the past tense, adjective used predicatively.
2. Give one example each of noun sentence, adjective sentence, adverbial sentence; two examples of nouns used as adjectives, and two of adjectives used as nouns.
3. Give the possessive plural of attorney, woman, lady, it, German, wife.
4.       Thrice is he armed that hath his quarrel just;  
          And he but naked though locked up in steel,  
          Whose conscience with injustice is corrupted.

Analyze the above.

5. Parse the italicized words in the following :

*Gives* not the *hawthorn-bush* a sweeter *shade*  
To shepherds *looking* on their silly sheep,  
*Than doth* a rich embroidered *canopy*,  
*To* kings that fear their subjects treachery?  
*O yes it doth*; a *thousand-fold* it *doth*.

6. Correct the errors that occur in the following sentences, giving reasons for the changes you make :

He was a man who though I did not like him, I could not help respecting.

There stands within the door, on the left side as you enter, two beautiful figures representing Mars and Minerva.

In this lies both its merit and its defect.

It appears that no one is exempt from serving on a coroner's jury, and may be fined for non-attendance.

Nothing but trials and disappointments seem to await me.

I like it the best of any machine I have seen.

Soldiers are in the plural number because they mean many.

By a telegram received this morning, the prince had arrived, and was staying at the castle.

#### COMPOSITION.

7. The style in which the answers to the foregoing questions are given will be regarded as a sufficient test of the candidate's proficiency in this subject.

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### SPELLING, DERIVATION, ETC.

#### SENIOR FIFTH BOOK.

1. Write, from dictation, (Fifth Reader) the following passages :
- (a) Page 136, beginning "Equally," and ending "hundred yards."
- (b) Page 276, first stanza.

2. Derive the following words, giving the meanings of the *roots*, also of the *prefixes* and *affixes*, where they occur :

accessible,	petrified,
incohering,	principal,
fortification,	geology,
supplicate,	lieutenant,
prophetic,	recede,
soliloquy,	monarch,

3. Give the forces of the following prefixes, and an example of each : *apo, sine, ob, se*.
4. Give the meanings of the following roots, and one English word from each : *gero, ludo, socius, ergon*.
5. Distinguish *genii* and *geniuses* ; *cannon* and *canon* ; *human* and *humane*.
6. Give the meanings of *configuration, accoutrements, aperture, impetuous, awry*.

---

## HISTORY.

### SENIOR FIFTH BOOK.

1. Sketch the Conquest of Canada by the English.
2. Give some account of the Canadian Rebellion.
3. What three important Acts of the Canadian Parliament were passed in the year 1854 ?
4. Write notes on New Brunswick and Prince Edward Island.
5. Give the names and dates of accession of the several Governors-General of the Dominion.



6. Explain the title of the House of Stuart to the English throne.
  7. Write notes on the "Petition of Right," the "Long Parliament," and "Ship Money."
  8. Give an account of Oliver Cromwell.
  9. What was the "Exclusion Bill," and the "Declaration of Indulgence."
  10. Describe the Revolution of 1688.
- 

## GEOGRAPHY.

## SENIOR FIFTH BOOK.

1. Name the rivers and islands of the east coast of England and Scotland.
2. Name the most important of the West India Islands, stating to what country each belongs.
3. Show by outline map the position of Burmah, and mark its three chief towns.
4. Give the boundaries of Central America.
5. What range of mountains traverses Central America? Describe this range throughout its entire length, as it is known by different names, giving the names of the highest peaks and indicating where volcanoes occur.
6. What is the *ecliptic*? What causes an eclipse of the sun? of the moon?

## BOOK - KEEPING.

## SENIOR FIFTH BOOK.

1. (a) What is the difference between single and double entry?  
(b) Explain clearly the advantages of the latter.  
(c) For what kind of business is the former suitable?
2. Write notes on the invoice book, cash book, sales' book, and bill book.
3. J. B. Dennis owes \$500.00 to Henry James, and gives him his note to-day for this amount, with interest at  $5\frac{1}{2}$  per cent., the note being payable on demand. Write out the note.
4. Explain the difference between :
  - (a) Cash sales and account sales.
  - (b) Bills receivable and bills payable.
  - (c) Smith Dr. to Cash, and Cash Dr. to Smith.
5. Ascertain from the following statements :
  - (a) The net capital invested.
  - (b) The gain or loss.
  - (c) The present financial position.
  - (d) The present net capital.

May 1st. Invested in the business, \$30,000.

May 5th. Withdrew from capital, \$5,000.

May 30th.	Merchandise on hand, as per inventory...	\$15,000
“	“ Cash on hand .....	8,000
“	“ Bills receivable on hand .....	7,000
“	“ Owing to us from various parties.....	2,500
“	“ “ by us to “ “ .....	1,500
“	“ Bills payable outstanding.....	1,500

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## HYGIENE.

### SENIOR FIFTH BOOK.

1. How does drowning cause death? How would you proceed to resuscitate a person from drowning?
2. In arranging for the admission of light in a school-room, where would you place the windows, and how control the amount of light admitted?
3. What regulates the supply of blood to any part or organ? Explain this in the case of an ordinary *faint*, and state your treatment of such a case.
4. What is sleep? “The heart and lungs cease not with sleep.” How do these organs get rest?
5. Prepare the sick-room for a fever patient.

## MUSIC.

## SENIOR FIFTH BOOK.

1. What are key-signatures? Give the signatures of the following keys : B flat major, C major, F major, and E minor.
2. Define octave, forte, staccato, pianissimo, presto, crescendo.
3. What is the difference between a major and a minor scale? Write the scales of C major and A minor, marking where the semitones occur.
4. How many kinds of time are there? Give the signature of each kind.
5. What forms a common chord? What is the key-chord of A major and of G minor.

---

  
DRAWING.

## SENIOR FIFTH BOOK.

1. Marks to be assigned for work in drawing-books.
2. Draw the model placed before you not less than six inches in height.
3. Draw an oval and an ellipse, the length of each to be not less than 6 inches

---

NOTE.—No credit will be given for any drawing in which the lines appear to be ruled or any mechanical aid used. Show, faintly, the construction lines.

## ARITHMETIC.

## JUNIOR FIFTH BOOK.

1. Simplify :

$$6\frac{1}{2} - \frac{3.25 + 2\frac{1}{4}}{3\frac{1}{4} - 2.25} + \frac{73.8 \times \frac{3}{19} \text{ of } .0009747}{.00018} - 6.3099.$$

2. A garden 76 yds. long, and 56 yds. broad, enclosed by a wall, has a border of 4 ft. wide, and within this a path 5 ft. wide, the middle being grass. Find the area of the border, grass, and path, respectively.
3. If a wheel, which revolves at the rate of 480 times in 8 minutes, makes 49 revolutions in a certain time, find the number of revolutions which another wheel will make in the same period at the rate of 36 revolutions in 7 minutes.
4. A rectangular bin which contains 480 cubic feet has its depth, length, and breadth each increased 10 per cent. What is its capacity after this is done ?
5. Find the compound interest of \$760.50, for 4 years, at 4 per cent.
6. A house, the rent of which was \$841.85, was bought for \$7,965.00. The taxes (paid by the owner) were \$50, and repairs cost \$75; what rate per cent. did the owner get for his money ?
7. A servant's wages are fixed at 22 guineas a year; he enters his situation on the 12th of July, and leaves on Christmas Day in the same year; his master has advanced him  $3\frac{1}{2}$  guineas; what sum ought he to receive ?
8. Copper is bought at \$76.50 per ton, payable in six months; how should it be sold the same day (giving 8 months' credit), so as to make the immediate gain 25 per cent., money being worth 4 per cent. per annum ?

## ALGEBRA.

## JUNIOR FIFTH BOOK.

1. If  $x = 3a^2 - 6ab + 5b^2 + 4d^2$ .

$$y = 7a^2 - 8ab + d^2 + 5b^2.$$

$$z = 9a^2 + e - 5ab + 3b^2 - 3d^2.$$

$$t = 11a^2 - 4b^2 - 3ab.$$

Find the value of  $y - x + t - z$ .

2. If  $a = 1$ ,  $b = -2$ ,  $c = -3$ , find numerical value of  $(2a + b - c)^2 + (3a - b + 2c)^2 - (a - 5b + 2c)^2 + (a - b + c)^2$ .

3. Simplify  $3(a - x)(a + x) - 2(a - 2x)^2 - (3a - 2x)(2x - 3a) - 4(3x - a)(a + 3x)$ .

4. Divide  $x^3 - 8y^3 - 27z^3 - 18xyz$  by  $x - 2y - 3z$ .

5. Find L. C. M. of  $6a^2 - 5ab - 6b^2$ ,  $12a^2 + 5ab - 2b^2$ ,  $8a^2 - 14ab + 3b^2$ .

6. Simplify (a)  $\frac{12y^3 - 7y^2 - 12y}{9y^3 + 6y^2 - 24y}$ .

(b) 
$$\left\{ \left( \frac{a^2 + b^2}{b} - a \right) \div \left( \frac{1}{b} - \frac{1}{a} \right) \right\} \\ \times \frac{a^2 - b^2}{a^3 + b^3}$$

7. Solve (a)  $4x - \frac{8x}{7} + 2\frac{1}{21} = \frac{13}{21} - \frac{2(7 - 4x)}{7}$ .

(b)  $(a + x)(a - x) = (b - x)(2 + x)$ .

8. How many bushels of oats, at 44 cts. a bushel, must be mixed with 120 bushels at 60 cts., that the mixture may be sold for 50 cts. ?
- 

## GEOMETRY.

### JUNIOR FIFTH BOOK.

1. Define an obtuse angled triangle, circle and rhomboid.
  2. If from the ends of the base of a triangle two straight lines be drawn to a point within the triangle, these lines shall be together less than the sides of the triangle, but shall contain a greater angle,
  3. If two straight lines cut each other the opposite angles at the point of section shall be equal.
- 

## GRAMMAR AND COMPOSITION.

### JUNIOR FIFTH BOOK.

1. Name the parts of speech that can be inflected. Which two of these, or their equivalents, must every sentence contain ?
2. Explain the following terms as used in grammar : Indirect object, nominative absolute, passive voice, strong verb, attribute.
3. In the following, parse the words in italics :

*Breathes there a man with soul so dead,  
Who never to himself has said,  
This is my own, my native land ?  
  
Give us this day our daily bread.*

4. Analyze the following :

Tell me not in mournful numbers,  
Life is but an empty dream ;  
For the soul is dead that slumbers,  
And things are not what they seem.

5. Correct the errors that occur in the following sentences, giving reasons for the changes you make :

Nobody but you and she were in the room since.

You must have forgot that you have went over that lesson before the bell rung for intermission.

Which is the farthest north—New York or Toronto ?

A moral and honorable mode of action and thought are enforced as a duty.

I wish you would set still while I am writing.

Thinks I to myself he will soon find out his mistake.

#### COMPOSITION.

6. The style in which the answers to the foregoing questions are given, will be regarded as a sufficient test of the candidate's proficiency in this subject.

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### SPELLING, DERIVATION, ETC.

#### JUNIOR FIFTH BOOK.

1. Write, from dictation, (Fifth Reader) the following passages :
- (a) Page 362, beginning " the sound of," and ending " sport."
- (b) Page 152, first stanza.



2. Derive the following words, giving the meanings of the *roots*, also of the *prefixes* and *affixes* where they occur.

adventure,	angel,
exhausted,	thermometer,
occurrence,	distant,
receding,	perfect,
proclamation,	valiant.

3. Give the forces of the following roots, and one English word from each :

gigno,	cheir,
patior,	frons,
ergon,	quatuor.

4. Give the forces of the endings : *-ster*, *-ly*, *-uncle*, and one example of each.
5. Give the meanings of *invigorated*, *equilibrium*, *diurnal*, *requiem*, *ominous*, *menacing*.

---

## GEOGRAPHY.

### JUNIOR FIFTH BOOK.

1. Describe the great slopes of the United States.
2. Draw an outline map of that part of New Brunswick which borders on the Province of Quebec and on the State of Maine, mentioning and showing the position of the counties of New Brunswick thus situated and the adjoining counties in Quebec.

3. Where are St. Paul's Island, Townsend Bay, Metis, St. Regis, Mississippi Lake ?
  4. What are the chief products of England ? Name its chief seats of commerce.
  5. In what respect are Margate and Brighton important ?
  6. What do you mean by the term *climate* ? What is the chief cause of its variation ?
- 

## HISTORY.

### JUNIOR FIFTH BOOK.

1. Give an account of the Count de Frontenac.
2. Name in order the principal battles of the War of 1812, '13 and '14, the dates, the generals engaged, and the results.
3. Give the provisions of the Treaty of Paris, the Treaty of Utrecht, and the Washington Treaty.
4. Sketch the history of the North-West.
5. Give an account of the present Constitution of Canada.
6. Give an account of the early preaching of Christianity to the English.
7. Describe the Norman Conquest and the effect of the same.
8. What was the Great Charter and what led to it ?
9. Name in order, with dates, the Sovereigns of the House of Tudor.
10. Sketch the reign of Queen Elizabeth.

## BOOK-KEEPING.

## JUNIOR FIFTH BOOK.

1. Write two receipts, the first for rent, the second for payment in full of an account.
2. Give definitions for :

Asset.	Liability.
Creditor.	Invoice.
Gain.	Posting.
Journal.	Cash Sales,
Bill Payable.	Net Capital.

3. Write an order, giving James Gordon authority to purchase goods to the value of \$500.00 from D. F. Welford & Co., and to charge them to our account.
4. The following entries are taken from John Smith's account in our Ledger :

May 1st. To Cash, \$90.00.

May 3rd. By Merchandise, \$75.00

Explain these fully, and give the Day-Book Entries corresponding to them.

---

 HYGIENE.

## JUNIOR FIFTH BOOK.

1. How does the blood in an artery differ from that in a vein ?  
Where and how does the blood pass from one to the other ?
2. In arranging for the admission of light in a school-room, where would you place the windows, and how control the amount of light admitted ?

3. How does drowning cause death? How would you proceed to resuscitate a person from drowning?
4. How is the voice produced? What is the condition of the vocal organs in hoarseness? Name two of the most common causes of hoarseness.
5. A child receives a deep cut in the palm which is bleeding freely. What would be your immediate treatment?

---

## MUSIC.

### JUNIOR FIFTH BOOK.

1. What are key-signatures? Give the signatures of the following keys: B flat major, C major, F major, and E minor.
2. Define octave, forte, staccato, pianissimo, presto, crescendo.
3. What is the difference between a major and a minor scale? Write the scales of C major and A minor, marking where the semitones occur.
4. How many kinds of time are there? Give the signature of each kind.
5. What forms a common chord? What is the key-chord of A major and of G minor.

## DRAWING.

## JUNIOR FIFTH BOOK.

1. Marks to be assigned for work in drawing books.
2. Draw the model placed before you not less than 6 inches in height.
3. Draw an oval not less than 6 inches in length.

NOTE.—No credit will be given for any drawing in which the lines appear to be ruled or any mechanical aid used. Show, faintly, the construction lines.

## ARITHMETIC.

## SENIOR FOURTH BOOK.

1. Simplify :

$$6\frac{1}{2} - \frac{3.25 + 2\frac{1}{4}}{3\frac{1}{4} - 2.25} + \frac{73.8 \times \frac{3}{19} \text{ of } .0009747}{.00018} - 6.3099.$$

2. Two men have worked, in a certain number of days, 1233 and 1096 hours, respectively, working an exact number of hours each day. Find the number of days and also the number of hours each man worked per day.
3. A garden 76 yds. long and 56 yds. broad, enclosed by a wall, has a border 4 ft. wide, and, within this, a path 5 ft. wide, the middle being grass. Find the area of the border, grass, and path, respectively.
4. It takes a man  $5\frac{1}{2}$  hours longer to drive to a town  $82\frac{1}{3}$  miles distant than to go by rail. At what rate per hour does he drive if the time by rail is  $3\frac{1}{6}$  hours ?

5. A man sells a horse for \$390.00, and thus loses  $2\frac{1}{2}$  per cent. What should he sell him for in order to gain  $2\frac{1}{2}$  per cent.?
6. For \$150.00 lent on the 1st January, 1886, I receive, on June 1st, 1886, the sum of \$152.81 $\frac{1}{4}$ . Find the rate per cent.
7. A grocer mixes 50 lbs. tea at 75c. with 75 lbs. at 50c. At what price per lb. must he sell the mixed tea so as to gain 5c. per lb.
8. Divide £7, 7s. 0d. among A, B, C, and D, giving A a guinea more than B, giving B a pound more than C, and giving C a florin more than D.

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## ALGEBRA.

### SENIOR FOURTH BOOK.

1. If  $a = 3$ ,  $b = 2$ ,  $c = 1$ , find the numerical value of  
 (a)  $5a^2 b^3 c^4 - 3a^5 b^4 c + abc$ .  
 (b)  $ab(a + b)(c - a)$ .
2. Add  $2a - 3b + 4c - 7d - x + 7y$ ,  $-5a + d - 4c + 6b + 4x$ ,  $11a - 5b$ ,  $b - c - 3d - 3y$ ,  $-7b + 9d - 4y$ , and from the sum take  $3b - c + 4d - 2y$ .
3. Simplify (a)  $5x - [7 - \{3x - (5 - x) - 4\} + 3x]$ .  
 (b)  $(3x - 2)(2x - 3) - 5(2x + 3)(3x - 1) + 8(6x + 5)$ .
4. Multiply  $5c^8 - 3c^6 + 9c^4 - 10c^2 + 4$  by  $9c^6 + 5c^4 - 13c^2 - 2$ .
5. Divide  $2x^9 - x^7 - 15x^5 - 2x^4 - 3x^3 + 4x^2 + 9x + 6$  by  $2x^5 + 3x^3 - 3x - 2$ .

## ENGLISH GRAMMAR.

## SENIOR FOURTH BOOK.

1. Explain the terms : nominative case, voice, apposition, predicate, sentence.
2. Give the plurals of German, Frenchman, step-son, attorney-at-law, ox ; comparative and superlative of old, sensible, easy, spry ; past tense and past participle of break, am, ring, see, mistake, and plural possessive of woman.
3. In the following parse the words printed in italics :

*Long ago* in the centre of the City of Rome *there* suddenly *appeared* a deep *chasm* or pit. *No* one knew *what* had caused it, and no one *could fill* it up.

4. Analyze—

The man whom you see in at the bar is the prisoner whose guilt those witnesses will prove.

5. Correct the errors that occur in the following sentences :

Here's Tom and his brother coming to meet us.

Will you learn George to play on the flute ?

He would have went this morning if I had not forgot to wake him in time.

It wasn't him that done it I don't think.

All hands up that can answer the question.

Each of the candidates must provide their own stationery.

Nothing but balls and parties seem to have any interest for her.

## SPELLING, DERIVATION, ETC.

## SENIOR FOURTH BOOK.

1. Write, from dictation, (Fourth Reader) the following passages :

(a) Page 149, beginning " Besides," and ending " faces."

(b) Page 189, beginning " The lumber trade," and ending " civilization."

(c) Page 277, beginning " News of battle," and ending " gallant king."

2. Derive the following words, giving the meanings of the *roots*, also of the *prefixes* and *affixes*, where they occur :

agricultural,	discordant,
congregate,	degrading,
navigation,	capital,
transported,	extract.

3. Give the forces of the following roots, and one English word from each : *orior*, *struo*, *crux*, *nox*, *potens*.

4. Give the meanings of :

appalled,	apex,
confederate,	malefactor,
combustion,	ordnance.

---

 HISTORY.

## SENIOR FOURTH BOOK.

1. Give an account of the Norman Conquest.

2. Give an account of Thomas Beckett.



3. Sketch the history of Edward II.
  4. Describe the Wars of the Roses.
  5. Give an account of the English Reformation.
  6. What course of events brought about the Revolution of 1688?
  7. What were the chief events in Queen Anne's reign.
  8. Give an account of the Seven Years' War.
  9. Sketch the history of the younger Pitt.
  10. Describe briefly the reign of Queen Victoria.
- 

## GEOGRAPHY.

### SENIOR FOURTH BOOK.

1. Name the provinces of Ireland, and the chief seaport of each.
2. What is a *watershed*? Name one.
3. Name the seaports of the United States and of Canada.
4. Name the New England States, with their capitals.
5. Draw a map of Vancouver Island, showing the position of the smaller islands between it and the main land, with names.
6. Where is New South Wales? For what is it noted. Name its capital and chief towns.

## HYGIENE.

## SENIOR FOURTH BOOK.

1. Name the ordinary impurities in water. How would you detect the presence of decaying vegetable matter? What impurities are removed by the filter?
2. Give the following particulars as best suited for the promotion of health, for physical growth, and for the training of the mind of a child of 14 years: Hour for rising; time for and number of meals a day; number of hours at school; number for home study; times for and amount of recreation; hour for retiring.
3. In utilizing windows for ventilation, give two approved methods of adjusting the sashes.
4. What is a disinfectant? Give the names of four of the most common ones.
5. How does drowning cause death? How would you proceed to resuscitate a person from drowning?

---

  
MUSIC.

## SENIOR FOURTH BOOK.

1. What is music?
2. What is a scale? How many are there? Name and define each.
3. What is melody?
4. Define clef, sharp, flat, natural, and bar.

5. What key on the piano is used for B sharp and what for E sharp?
6. What are key signatures? Give the signatures of the following keys : B flat major, C major, F major, and E minor.

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## DRAWING.

### SENIOR FOURTH BOOK.

1. Marks to be assigned for work in drawing-books.
2. Draw the model placed before you not less than six inches in height.
3. Draw an oval not less than four inches in length.

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NOTE.—No credit will be given for any drawing in which the lines appear to be ruled or any mechanical aid used. Show, faintly, the construction lines.

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ARITHMETIC.

JUNIOR FOURTH BOOK.

1. Statement of Aid granted to Railways by Governments and Municipalities—Constructed and under construction—30th June, 1885 :

SUMMARY.

	Loan.		Bonus.		Subscription to Shares or Bonds.	
	\$	cts.	\$	cts.	\$	cts.
<i>Governments :</i>						
Dominion .....	45,023,545	33	110,283,505	32	.....	.....
Ontario .....	26,000	00	5,920,984	52	.....	.....
Quebec .....	3,722,956	00	4,500,954	02	.....	.....
New Brunswick..	.....	.....	3,632,665	00	300,000	00
Nova Scotia ....	50,000	00	2,996,549	00	.....	.....
<i>Municipalities :</i>						
Ontario .....	300,000	00	8,596,541	78	672,500	00
Quebec .....	2,434,000	00	310,000	00	1,368,000	00
New Brunswick..	3,000	00	233,500	00	80,000	00
Nova Scotia ....	.....	.....	150,000	00	100,000	00
Manitoba .....	.....	.....	525,000	00	.....	.....

Find, from the above table, the total of the Loans, Bonuses, and Subscriptions, respectively; also the grand total.

2. Two men have worked, in a certain number of days, 1,233 and 1,096 hours respectively, working an exact number of hours each day. Find the number of days and also the number of hours each man worked per day.

3. Simplify  $\frac{4\frac{2}{3} \times 5\frac{1}{5} \times 8\frac{3}{4}}{8\frac{2}{5} \times 4\frac{7}{8} \times 4\frac{1}{5}}$

4. It takes a man  $5\frac{1}{2}$  hours longer to drive to a town  $82\frac{1}{3}$  miles distant than to go by rail. At what rate per hour does he drive if the time by rail is  $3\frac{1}{6}$  hours ?

5. A dishonest milkman mixes one pint of water with every two gallons of milk. How many gallons will he make in this way out of 20 gallons of milk?
5. A sea-captain who owned  $\frac{3}{5}$  of a ship and cargo, gave to his wife  $\frac{1}{3}$  of his share, to his daughter  $\frac{1}{2}$  of what his wife received, to his son  $\frac{2}{3}$  of the remainder, and equally divided what was still left between his two nieces. If the ship and cargo are worth \$3,000, find the share of each.

---

## ENGLISH GRAMMAR.

### JUNIOR FOURTH BOOK.

1. Write out the rule with exceptions for forming the plurals of nouns, and the rule for forming the possessive case.
2. Give the plurals of wife, attorney, church, fox, ox, brandy, her : the comparative and superlative of old, fertile, bad, sunny : the past tense and past participle of go, fall, do, grow.
3. In the following sentences parse the words printed in italics, and analyze as far as the word *up* :

The *crow dropped* the *cheese which* the fox *immediately* snapped up.

The furious roaring of the famished lion *struck* terror *into* every *heart*, and *made* the poor slave *prepare* for the worst.

1. Correct the errors that occur in the following sentences :

The mens' and boys' caps and the ladie's bonnets are of the latest patterns.

Tom writes awful bad ; you can scarcely tell his 5s from his 3s ; he does not cross his ts or dot his is, and his bs are like ls.

Our's is much larger than your's or their's.

He has went over that rough road several times ; and once came very near getting his leg broke.

Has James and his friend returned from the excursion ?

After he laid down he remembered that he had left it laying on the table.

I think you might have wrote and told me what you thought of those sort of bicycles.

---

## SPELLING, DERIVATION, ETC.

### JUNIOR FOURTH BOOK.

1. Write, from dictation, (Fourth Reader) the following passages :
  - (a) Page 116, beginning "The situation," and ending "voyage."
  - (b) Page 65, beginning "I drew near," and ending "approached him."
  - (c) Page 99, first stanza.
2. Derive the following words, giving the meanings of the *roots*, also of the *prefixes* and *affixes* where they occur.

conjunction,  
 commit,  
 credible,  
 ascribe.

descend,  
 extract,  
 recur,

3. Give the forces of the following roots, and one English word from each : *gravis, merx, pes, scando*.
4. Give the meanings of :

ingenuous,	chaos,
incessant,	phantom,
exaggerated.	

---

## GEOGRAPHY.

### JUNIOR FOURTH BOOK.

1. Name the rivers of the United States, stating in what direction each flows, and where it empties.
2. Name the provinces of the Dominion, and the chief city of each.
3. Sketch an outline map of Ontario, tracing the different lines of railway, and marking the chief towns along each.
4. Give the physical features of the north-east coast of South America.
5. Name the chief seaports on the east side of England, Ireland, and Scotland, respectively.
6. In going from Venice to Constantinople, by boat, what bodies of water would we sail over ? What is a *sea*, a *strait*, an *archipelago* ?

## CANADIAN HISTORY.

## JUNIOR FOURTH BOOK.

1. Give an account of the earliest explorations in Canada.
2. Sketch the history of Champlain.
3. Describe Queen Anne's War.
4. Explain what is meant by "Feudal Tenure" and "Seigniorial Tenure," and state the provisions of the Constitutional Act of 1791.
5. Connect with Canadian history the following places: "Mackinaw," "Stoney Creek," "Chrysler's Farm," "Ridgeway," and "Batoche."
6. What were the causes of the Canadian Rebellion?
7. State the provisions of the British North America Act.
8. Sketch the history of the Canadian Pacific Railway.
9. Describe the growth of the Canadian Public School System.
10. Write notes on "Hudson," "Braddock," "U. E. Loyalists," "Marquis of Lorne," and "Louis Riel."

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**HYGIENE.**

## JUNIOR FOURTH BOOK.

1. What is the difference between an artery and a vein? What is the chief source of blood supply?
2. What efforts would you make to arrest bleeding from the nose?



- . Give rules for bathing.
- . Explain clearly why tight clothing should not be worn. How would you vary the clothing with the seasons ?
- . Give the following particulars as best suited for the promotion of health, for physical growth, and for the training of the mind of a child of 10 years : Hour for rising ; time for and number of meals a day ; number of hours at school ; number for home study ; times for and amount of recreation ; hour for retiring.

---

## MUSIC.

### SENIOR FOURTH BOOK.

1. What is music ?
2. What is a scale ? How many are there ? Name and define each.
3. What is melody ?
4. Define clef, sharp, flat, natural, and bar.
5. What key on the piano is used for B sharp, and what for E sharp ?
6. What are key signatures ? Give the signatures of the following keys : B flat major, C major, F major, and E minor.

## DRAWING.

## JUNIOR FOURTH BOOK.

1. Marks to be assigned for work in drawing-books.
  2. Draw the model placed before you not less than six inches in height.
  3. Draw an ellipse not less than four inches in length.
- 

NOTE.—No credit will be given for any drawing in which the lines appear to be ruled or any mechanical aid used. Show, faintly, the construction lines.

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SECRETARY-TREASURER'S

Financial † Statements.



SECRETARY-TREASURER'S

# Financial & Statements.

*Annual General Statement of Receipts and Expenditure for  
Public School Purposes, City of Toronto, for the Year  
ending December 31st, 1886 :*

RECEIPTS FOR 1886.

BUILDING ACCOUNT :

Balance from 1885 in City Treasury .....	\$24,511 34	
Municipal Appropriation for Building Purposes .....	38,000 00	
Proceeds of Sale of School Sites and School Buildings in St. Lawrence and St. Mathew's Wards .....	4,565 82	
G. Donovan, Deposit with Tender for Masonry work, Brock Avenue School .....	200 00	
		\$67,277 16

SCHOOL ACCOUNT :

Balance from 1885 in City Treasury .....	\$2,623 72	
Municipal Assessment for School Purposes ..	174,268 00	
Legislative Appropriation .....	12,640 00	
Legislative Grant for City Model School ....	150 00	
Imperial and Citizens' Insurance Companies, Fire at Winchester Street School .....	124 75	
Fees from Non-Resident Pupils .....	75 00	
Sale of Old School Desks, &c. ....	60 00	
Cash due Secretary-Treasurer. ....	20 45	
		189,961 92

Total .....		\$257,239 08
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## EXPENDITURE FOR 1886.

1. New School Buildings, Sites, etc., as per statement in detail. (See Appendix A) ..	\$57,537 99	
2. Repairs, Alterations, and Improvements at the several Schools, as per statement in detail. (See Appendix B) .....	10,378 72	
3. Salaries of Officers, Teachers, and Caretakers, as per statement in detail. (See Appendix C) .....	144,308 78	
4. New School Furniture. (See Appendix D) ..	4,761 83	
5. Fuel for Schools, Offices, etc. (See Appendix E) .....	6,945 21	
6. Insurance Premiums. (See Appendix F) ..	949 95	
7. Printing, Stationery, School Supplies, Apparatus, Prize Books, etc. (See Appendix G) .....	5,396 87	
8. Expenditure on Night Schools. (See Appendix H) .....	2,518 08	
9. Miscellaneous Expenditure. (See Appendix I) .....	2,083 03	
10. Heating Apparatus, Stoves and Tinsmith work. (See Appendix J) .....	950 47	
11. Water Rates for all the Schools. (See Appendix K) .....	2,618 55	
12. Superannuation Allowances. (See Appendix L) .....	1,000 00	
13. Steam-Heating Apparatus. (See Appendix M) .....	6,538 00	
	<hr/>	
Total Expenditure .....		\$245,957 48
Balance to 1887, Building Account .....	9,739 17	
Balance to 1887, School Account .....	1,542 43	
	<hr/>	11,281 60
		<hr/> <hr/>
		\$257,239 08

Certified.

Audited and approved.

W. C. WILKINSON,	W. R. HUGHES,	}	<i>Municipal Auditors of Public School Moneys.</i>
<i>Sec'y-Treas.</i>	WM. ANDERSON,		

Toronto, March 26th, 1887.

## APPENDIX A.

*Statement in detail of Expenditure on Account of New School Buildings, etc., during 1886, given as one sum in Item No. 1, General Statement.*

## BOLTON AVENUE SCHOOL.

E. & J. J. Gearing, Balance of Contract and Extras for Masonry work .....	\$1,863 06
Wilson & Howard, Balance of Contract and Extras, Carpenters' work.....	3,610 32
M. J. Hynes & Bro., Balance of Contract and Extras, Plasterers' work .....	873 90
Faircloth Bros., Contract and Extras, Painters' and Glazers' work .....	629 80
H. Williams, Balance of Contract, Slaters' work ..	129 00
G. Ringham, Balance of Contract, Galvanized Iron work .....	76 00
McGuire & Bird, Contract and Extras, Plumbers' work .....	203 03
R. C. Windeyer, Balance of Architect's Commission	379 15
McGuire & Bird, Steam Heating Apparatus .....	2,471 75
John Smith, School Site .....	3,400 00
	<hr/>
	\$13,636 01

## BROCK AVENUE SCHOOL.

Joseph Claxton, School Site.....	\$2,109 00
W. Hamblin, on Account of Masonry Contract ....	3,197 13
S. Pettigrew, on Account of Carpenters' Contract ..	2,413 59
R. Brown, on Account of Plasterers' Contract ....	300 00
C. Davis, on Account of Painters', &c., Contract ..	200 00
John Douglas, on Account of Galvanized Iron Contract .....	80 00
S. Meadows, on Account of Plumbers' Contract....	80 00
H. Williams, on Account of Slaters' Contract.....	150 00
H. Williams, on Account of Felt Roofing Contract.	45 15
J. A. Fowler, on Account of Architect's Commission	250 00
T. Andrews, Cement Hearths.....	18 00
	<hr/>
	8,842 87
<i>Carried forward</i> .....	<hr/>
	\$22,478 88

Brought forward..... \$22,478 88

## DEWSON STREET SCHOOL.

R. Brown on Account of Plasterers' Contract.....	\$149 10	
Scott & Cross, Balance of Contract for Carpenters' work .....	47 52	
A. M. Browne, Contract for Painters' work.....	34 00	
W. R. Strickland, Architect's Commission .....	40 00	
	<hr/>	270 62

## DUFFERIN SCHOOL.

Wilson & Howard, on Account of Carpenters' work.	\$4,000 00	
W. Page, on Account of Masonry work.....	1,200 00	
R. Brown, on Account of Plasterers' work .....	900 00	
J. Douglas, Contracts and Extras, Galvanized Iron work .....	984 16	
M. O'Connor, Contract and Extras, Painters' work.	692 86	
W. D. Huston, Contract and Extras, Slaters and Felt Roofing work .....	388 77	
St. Lawrence Foundry, Iron Columns .....	195 00	
W. J. Burroughs, Contract for Plumbers' work ....	47 00	
Scrubbing and Cleaning School, per T. Wiggins....	101 45	
Langley & Burke, on Account of Architects' Commission .....	300 00	
	<hr/>	8,809 24

## GIVINS' STREET SCHOOL.

W. Hamblin, on Account of Masonry Contract ....	\$3,125 00	
A. Weller & Co., on Account of Carpenters' Contract .....	2,600 00	
R. Brown, on Account of Plasterers' Contract.....	475 00	
W. J. Burroughs, on Account of Plumbers' Contract.	105 60	
J. Douglas, on Account of Galvanized Iron Contract.	98 60	
W. R. Strickland, on Account of Architect's Commission .....	400 00	
Faircloth Bros., Contract for Painters' and Glaziers' work .....	281 40	
R. Gilday, Contract for Felt Roofers' work.....	63 00	
	<hr/>	7,148 60
Carried forward.....		\$38,707 34



Brought forward..... \$38,707 34

## MORSE STREET SCHOOL:

W. Hamblin, Balance of Contract and Extras, Masonry work .....	\$1,115 75	
E. Bradshaw, Balance of Contract and Extras, Carpenters' work .....	998 65	
E. H. Boddy, Balance of Contract and Extras, Painters' and Glaziers' work .....	70 60	
G. Ringham, Balance of Contract, Galvanized Iron work .....	39 00	
Douglas Bros., Balance of Contract, Slaters' work..	55 60	
Keith & Fitzsimmons, Balance of Contract, Plumbers' work .....	31 00	
R. C. Windeyer, Balance of Architect's Commission	120 00	
	<hr/>	2,430 60

## RYERSON SCHOOL.

W. Page, Contract and Extras, Masonry work ....	\$4,648 15	
Faircloth Bros., Contract for Painters' and Glaziers' work .....	286 40	
A. Weller, on Account of Carpenters' work .....	3,450 00	
R. Brown, on Account of Plasterers' work .....	700 00	
W. J. Burroughs, Contract for Plumbers' work ....	184 00	
J. Douglas, Contract for Galvanized Iron work ....	308 00	
R. Gilday, Contract for Felt Roofing work .....	180 00	
W. D. Hutson, Contract for Slaters' work .....	243 50	
W. R. Strickland, on Account of Architect's Com- mission .....	400 00	
	<hr/>	10,400 05

## MISCELLANEOUS.

St. Patrick's Ward School Site, Spadina Crescent..	\$5,800 00	
G. Donovan, Refund of amount forwarded with Tender on Brock Avenue School.....	200 00	
	<hr/>	6,000 00
Total of Item No. 1.....		\$57,537 99

## APPENDIX B.

*Statement in detail of Expenditure for Repairs, Alterations and Improvements at the Several Schools during 1886, given in one sum in Item No. 2, in General Statement.*

## BATHURST STREET SCHOOL.

Wm. Black, Carpenters' work, &c. .. .. .	\$187 26
A. Cahoon, Calsomining, &c. .. .. .	81 50
W. Hutchinson, Re-glazing, &c. .. .. .	9 00
Henry & Stewart, Carpenters' work .. .. .	5 42
M. J. Hynes & Bro., Plasterers' work .. .. .	3 00
W. J. Guy, Plumbers' work .. .. .	3 95
J. Mansfield, Re-glazing .. .. .	1 50
W. R. Dossar, Sweeping Chimneys .. .. .	1 75
	<hr/>
	\$293 38

## BOLTON AVENUE SCHOOL.

Wilson & Howard, Carpenters' work, &c. . . . .	\$149 80
Mrs. Swanston, Scrubbing .. .. .	25 00
E. H. Boddy, Painting and Re-glazing .. .. .	12 60
W. J. Gibson, Plumbers' work .. .. .	23 80
W. H. McLoughlin, Levelling Yard .. .. .	5 00
Wm. Jones, Re-glazing .. .. .	3 25
F. Davison, Repairs .. .. .	1 50
H. Worthington, Scrapper .. .. .	1 00
	<hr/>
	221 95

## BORDEN STREET SCHOOL.

Henry & Stewart, Carpenters' work, &c. .. .. .	\$125 48
Paul & Son, Architects' Fees .. .. .	8 17
John Dill, Calsomining, &c. .. .. .	30 00
W. R. Dossar, Sweeping Chimneys .. .. .	2 00
	<hr/>
	165 65

## BRANT STREET SCHOOL.

Wm. Berry, Removing Night Soil .. .. .	\$40 00
Thos. Pells, Carpenters' work .. .. .	27 02
A. M. Browne, Re-glazing .. .. .	4 60
W. R. Dossar, Sweeping Chimneys .. .. .	50
	<hr/>
	72 12
<i>Carried forward</i> .. .. .	<hr/>
	\$753 10

*Brought forward* .. .. . \$753 10

## CHURCH STREET SCHOOL.

E. & J. J. Gearing, Ash Pit, Drains and Closets ..	\$352 02	
E. W. Powers, Carpenters' work, &c... ..	213 15	
E. H. Boddy, Calsomining and Re-glazing ..	105 36	
Wm. Berry, Removing Night Soil .. ..	98 97	
Thos. Gordon, Plumbers' work .. ..	51 20	
Water Works' Department, Water Service ..	16 00	
G. Ringham, Gal. Iron work .. ..	6 80	
Wm. Sutliff, Cleaning out Basement, &c. ..	11 50	
John Percy, Re-glazing .. ..	3 95	
J. Fraser, Re-glazing .. ..	1 65	
F. H. Hopkins, Sweeping Chimneys .. ..	1 00	
A. M. Browne, Re-glazing .. ..	56	
		<u>862 16</u>

## COTTINGHAM STREET SCHOOL.

S. Young, Carpenters' work, &c. .. ..	\$78 44	
J. W. Oram, Plumbers' work .. ..	20 60	
T. H. Hopkins, Sweeping Chimneys .. ..	75	
		<u>99 79</u>

## DEWSON STREET SCHOOL.

W. Nesbitt, Carpenters' work .. ..	\$18 31	
W. J. Guy, Plumbers' work .. ..	12 85	
Wm. Hutchinson, Re-glazing .. ..	2 00	
A. M. Brown, Re-glazing .. ..	1 80	
G. Butt, Labourers' work .. ..	1 50	
W. R. Dossar, Sweeping Chimneys .. ..	1 00	
		<u>37 46</u>

## DUFFERIN SCHOOL.

D. Carlyle, Carpenter's work, &c. .. ..	\$98 55	
W. J. Burroughs, Plumber's work- .. ..	58 09	
A. W. Godson, Drain Pipes, &c. .. ..	16 00	
R. Franks, Repairs .. ..	4 10	
A. M. Browne, Re-glazing .. ..	4 01	
Wm. Beales, Repairs to Lawn Mower, &c. ..	2 50	
C. Reid, Re-glazing .. ..	2 00	
E. H. Boddy, Re-glazing .. ..	1 00	
Geo. Ringham, Plumber's work .. ..	1 00	
C. Moore, Sweeping Chimneys .. ..	3 50	
		<u>190 75</u>
<i>Carried forward</i> .. ..		\$1,943 26

*Brought forward* .. .. . \$1,943 26

## ELIZABETH STREET SCHOOL.

J. Pettigrew, Carpenters' work, &c. .. ..	\$356 89	
J. R. Taylor, Painting and Re-glazing .. ..	41 26	
Wm. Sutliff, Whitewashing and Removing Snow ..	15 50	
A. M. Browne Re-glazing .. .. .	6 60	
T. H. Hopkins, Sweeping Chimneys .. .. .	1 00	
		<u>421 25</u>

## GEORGE STREET SCHOOL.

Wilson & Howard, Carpenters' work, &c. .. ..	\$176 43	
Wm. Berry, Removing Night Soil .. .. .	92 00	
E. H. Boddy, Calsomining and Re-glazing .. ..	119 94	
James Greer, Plasterers' work .. .. .	16 50	
C. Moore, Sweeping Chimneys .. .. .	1 50	
A. M. Browne, Re-glazing .. .. .	0 28	
		<u>406 65</u>

## GROVE AVENUE SCHOOL.

Wm. Black, Carpenters' work .. .. .	\$8 10	
A. Butt, Scrubbing School .. .. .	5 00	
		<u>13 10</u>

## GIVINS' STREET SCHOOL.

James Smith, Calsomining, &c. .. .. .	\$96 50	
Robert Verrall, Labourers' work, .. .. .	29 97	
W. A. Reid, Repairing Tower, .. .. .	6 50	
W. Nesbitt, Carpenters' work .. .. .	3 49	
F. W. Hawkes, Plumbers' work .. .. .	3 25	
W. R. Dossar, Sweeping Chimneys .. .. .	2 00	
Wm. Hutchinson, Re-glazing .. .. .	11 00	
		<u>152 71</u>

## HOPE STREET SCHOOL.

W. Nesbitt, Carpenters' work, &c. .. .. .	\$107 92	
James Smith, Constructing Drains .. .. .	103 50	
A. Cahoon, Calsomining, &c. .. .. .	102 25	
Stewart & Robinson, Felt Roofers' work .. ..	83 00	
W. A. Reid, Galvanized Iron work .. .. .	19 70	
Wm. Hutchinson, Painting and Re-glazing ..	17 40	
Stewart & Denison, Examining Roof .. .. .	6 00	
W. R. Dossar, Sweeping Chimneys .. .. .	2 50	
J. Mansfield, Re-glazing .. .. .	1 80	
		<u>444 07</u>

*Carried forward* .. .. . \$3,381 04

*Brought forward* .. .. . \$3,381 04

HOWARD STREET SCHOOL.

John Ewing, Carpenters' work .. .. .	\$8 60	
William Godfrey, Cleaning Well .. .. .	6 00	
W. Sheppard, Repairs .. .. .	3 00	
G. Moore, Re-glazing .. .. .	1 30	
	<hr/>	18 90

JESSE KETCHUM SCHOOL.

Samuel Young, Carpenter's work and Re-glazing ...	\$385 49	
A. Candler, Calsomining and Painting .. ..	80 24	
J. W. Oram, Plumbers' work .. .. .	30 50	
Wm. Hand, Labourers' " .. .. .	5 00	
T. H. Hopkins, Sweeping Chimneys .. .. .	3 50	
A. M. Browne, Re-glazing .. .. .	1 42	
	<hr/>	506 15

JOHN STREET SCHOOL.

W. H. Fergusson, Carpenters' work, &c. .. ..	\$366 23	
G. Percy, Calsomining and Painting .. ..	128 30	
Wm. Berry, Removing Night Soil .. .. .	35 00	
Townley & McCauley, Plumbers' work .. ..	9 26	
Cumming & Wells " " .. .. .	2 52	
W. R. Dossar, Sweeping Chimneys .. .. .	2 50	
J. Fraser, Re-glazing .. .. .	1 00	
	<hr/>	544 81

LESLIE STREET SCHOOL.

James Haliburton, Carpenters' work, &c. .. ..	\$201 44	
Wm. Berry, Removing Night Soil .. .. .	32 00	
Hagerman & Co., Lumber and Carpenters' work ..	18 52	
John Burrell, Repairing Closets, &c. .. ..	9 50	
G. Ringham, Galvanized Iron work .. .. .	15 17	
E. & J. J. Gearing, Ash Pit .. .. .	7 86	
W. H. Cook, Labourers' work .. .. .	5 25	
	<hr/>	289 74
<i>Carried forward</i> .. .. .		\$4,740 64

*Brought forward* .. .. . \$1,740 64

## LOUISA STREET SCHOOL.

E. & J. J. Gearing, Ash Pit and Drains .. ..	\$ 85 00	
Alexander & Son, Calsomining and Painting ..	170 41	
J. Pettigrew, Carpenters' work .. ..	99 27	
Wm. Berry, Removing Night Soil .. ..	44 00	
W. Sutliff, Snow Cleaning .. ..	4 00	
T. H. Hopkins, Sweeping Chimneys .. ..	2 75	
A. M. Browne, Re-glazing .. ..	1 02	
	<hr/>	406 45

## MABEL STREET SCHOOL.

Thos. Edwards, Carpenters' work .. ..	\$32 95	
W. R. Dossar, Sweeping Chimneys .. ..	1 00	
H. Kiely, Repairs .. ..	1 90	
	<hr/>	35 85

## MORSE STREET SCHOOL.

Wm. Williamson, Carpenters' work, &c. .. ..	\$61 97	
Walter Moss, Repairing Drains, &c. .. ..	26 51	
Thos. Gordon, Plumbers' work .. ..	16 75	
E. H. Boddy, Re-glazing .. ..	9 50	
D. S. Keith & Co., Plumbers' work .. ..	1 00	
	<hr/>	115 73

## NIAGARA STREET SCHOOL.

S. Beatty & Son, Calsomining and Painting ..	\$197 00	
John Sloan, Carpenters' work, &c. .. ..	181 70	
Wm. Hutchinson, " .. ..	20 49	
Douglas Bros., Galvanized Iron work .. ..	18 85	
Wm. J. Guy, Plumbers' work .. ..	5 43	
A. M. Browne, Re-glazing, etc. .. ..	10 31	
W. R. Dossar, Sweeping Chimneys .. ..	2 00	
J. Mansfield, Re-glazing .. ..	1 80	
	<hr/>	437 58

## PARK SCHOOL.

Wilson & Howard, Carpenters' work .. ..	\$248 24	
DeLaplante & Bowden, Lumber .. ..	29 71	
C. H. Beavis, Plumbers' work .. ..	6 60	
E. H. Boddy, Re-glazing .. ..	2 80	
C. Moore, Sweeping Chimneys .. ..	2 75	
W. Coulter, Labourers' Work .. ..	1 25	
	<hr/>	291 35
<i>Carried forward</i> .. ..		\$6,027 60

*Brought forward* .. .. . \$6,027 60

## PARLIAMENT STREET SCHOOL.

E. Sanderson, Carpenters' work, &c. .. ..	\$334 35	
E. H. Boddy, Calsomining and Painting .. ..	314 25	
Thos. Gordon, Plumbers' work .. ..	36 23	
G. Ringham, Galvanized Iron work .. ..	31 35	
Water Works Department, Water Service .. ..	16 00	
C. Moore, Sweeping Chimneys.. ..	1 50	
		<u>733 68</u>

## PALACE STREET SCHOOL.

James Haliburton, Carpenters' work, &c. .. ..	\$75 87	
Thos. Gordon, Plumbers' .. ..	9 95	
Wilson & Howard, Carpenters' .. ..	6 45	
E. H. Boddy, Re-glazing .. ..	2 40	
		<u>94 67</u>

## PHEBE STRET SCHOOL.

A. Coyle, Carpenters' work, &c. .. ..	\$607 30	
E. Taylor, Calsomining .. ..	88 00	
John Dill, Painting and Calsomining.. ..	78 00	
Paull & Son, Architects' Fees .. ..	44 33	
Townley & McCauley, Plumbers' work .. ..	14 58	
R. A. Townley, .. ..	6 48	
Henry & Stewart, Carpenters' .. ..	2 52	
Duckworth Bros., Lime.. ..	1 60	
		<u>842 81</u>

## ROSE AVENUE SCHOOL.

E. & J. Gearing, Ash Pits, &c... ..	\$86 25	
D. Carlyle, Carpenters' work, &c. .. ..	93 55	
C. Moore, Sweeping Chimneys.. ..	1 25	
E. H. Boddy, Re-glazing .. ..	1 20	
		<u>182 25</u>

## RYERSON SCHOOL.

John Dill, Re-glazing .. ..	\$37 80	
Wm. H. Smith, Cleaning School .. ..	20 00	
Water Works' Department, Water Service .. ..	11 00	
Mrs. Smith, Scrubbing .. ..	10 00	
Henry & Stewart, Locks, Keys, &c. .. ..	5 95	
J. Mansfield, Re-glazing .. ..	0 90	
		<u>85 65</u>
<i>Carried forward</i> .. ..		<u>\$7,966 66</u>

Brought forward .. .. . \$7,966 66

## SPADINA AVENUE SCHOOL.

Hastings & Peterkin, Lumber .. .. . 12 06

## VICTORIA STREET SCHOOL.

E. H. Boddy, Calsomining and Re-glazing .. ..	\$60 97
E. W. Powers, Carpenters' work .. .. .	37 43
Wm. Sutliff, Whitewashing .. .. .	10 00
W. J. Gibson, Plumbers' work .. .. .	9 95
T. H. Hopkins, Sweeping Chimneys .. .. .	4 00
Thos. Gordon, Plumbers' work .. .. .	3 90
Faircloth Bros., Re-glazing .. .. .	3 00
J. Fraser, " .. .. .	2 45
A. M. Browne, " .. .. .	1 35
	<hr/>
	133 05

## WELLESLEY SCHOOL.

D. M. Kimmings, Carpenters' work, &c. .. ..	762 07
E. & J. Gearing, Ash Pits .. .. .	85 00
Richard Bros., Plumbers' work .. .. .	60 80
City Treasurer, New Drains .. .. .	20 60
Wm. Sutliff, Whitewashing .. .. .	14 00
J. Bethell, Repairs .. .. .	5 00
T. H. Hopkins, Sweeping Chimneys .. .. .	2 25
A. M. Browne, Re-glazing .. .. .	1 65
	<hr/>
	951 37

## WINCHESTER STREET SCHOOL.

E. H. Boddy, Calsomining, Painting and Re-glazing	\$288 73
W. L. Lemmon, Carpenters' work .. .. .	95 10
R. J. Boulton, Felt Roofing .. .. .	33 75
Geo. Ringham, Galvanized Iron work .. .. .	10 75
J. Cropper, Carpenters' work .. .. .	6 00
A. M. Browne, Re-glazing .. .. .	3 39
C. H. Beavis, Plumbers' work .. .. .	2 15
C. Moore, Sweeping Chimneys .. .. .	2 00
	<hr/>
	441 87
Carried forward .. .. .	<hr/>
	\$9,505 01



*Brought forward* .. .. . \$9,505 01

YORK STREET SCHOOL AND OFFICES.

A. M. Browne, Painting & Calsoining .. ..	\$169 30
Thos. Pells, Carpenters' work, &c. .. ..	150 74
Hastings & Peterkin, Lumber for shop .. ..	17 92
A. G. McCauley, Plumbers' work .. ..	24 67
Townley & McCauley " " .. ..	13 29
A. M. Grimason, Carpenters' Bench .. ..	5 50
W. J. Gibson, Plumbers' work .. ..	5 10
Geo. Ringham, Repairing Urinal .. ..	4 00
	<hr/>
	390 52

MISCELLANEOUS.

R. C. Windeyer, Architects' Fees .. ..	\$200 00
H. Williams, Putting up Slate Blackboards .. ..	122 05
A. R. Denison, Architects' Fees .. ..	32 90
H. P. Baker, Disinfectants .. ..	27 00
Expenses of Annual Inspection of School Property .. ..	44 20
J. & H. E. Roberts, Locks, &c. .. ..	8 50
S. James, Surveying Site, Brock Avenue .. ..	5 00
S. Percy, Glass .. ..	3 16
Hillock & Kent, Lumber .. ..	2 50
Hastings & Peterkin, Lumber .. ..	5 88
Cab Hire for Committee at various times .. ..	32 00
	<hr/>
	483 19

Total of Item No. 2 .. .. . 10,378 72

APPENDIX C.

*Statement in Detail of Salaries of Officers, Teachers, Care-takers, etc., paid during 1886, as given in one sum in Item No. 3, General Statement.*

OFFICERS, ETC.

Browne, Mr. H., Inspector's Assistant .. .. .	\$725 00
Examiners.....	200 00
Grimason, A. M., Carpenter.....	300 00
Hughes, Mr. J. L., Inspector .. .. .	2,100 00
Thompson, Mr. J. T., Drill Instructor .. .. .	900 00
	<hr/>
<i>Carried forward</i> .....	\$4,225 00

<i>Brought forward</i> .....	\$4,225 00	
Wilkinson, Mr. W. C., Secretary-Treasurer....	1,600 00	
Woodland, Mr. C. R. Messenger, etc.,.....	450 00	
Caretakers .....	8,546 99	
	<hr/>	\$14,821 99

## TEACHERS.

Adams, Miss M. B.....	\$ 90 84	
Agnew, Mrs. J. N.....	537 96	
Alexander, Miss J. ....	263 34	
Allen, Miss Kate M.....	552 23	
Anderson, Miss J.....	468 00	
Anderson, Miss M. ....	365 00	
Armstrong, Mr. J. E.....	900 00	
Armstrong, Miss Annie L .....	583 54	
Arthurs, Mrs. J. S. ....	720 00	
August, Miss M.....	385 00	
Bailey, Miss Louise.....	391 77	
Baillie, Miss L.....	365 00	
Baillie, Miss M.....	29 46	
Balmer, Mrs. J. S. ....	538 98	
Barrington, Miss S. E. ....	27 00	
Baxter, Miss A. ....	60 75	
Beattie, Miss A. V.....	425 00	
Bee, Miss Mina.....	195 25	
Bell, Miss M.....	238 12	
Berney, Miss E.....	385 00	
Black, Miss P. ....	442 30	
Boddy, Mr. J.....	925 45	
Bradshaw, Miss J.....	385 00	
Breckon, Mrs. C.....	504 31	
Brown, Miss I. B.....	492 00	
Brown, Miss J. F.....	468 00	
Brown, Miss A.....	359 48	
Brown, Miss L.....	365 00	
Buik, Miss M.....	173 06	
Byam, Miss C. L.....	216 00	
Byfield, Mr. E.....	747 16	
Calder, Miss A. M.....	40 50	
Campbell, Mr. John .....	1,166 64	
Campbell, Miss Jessie.....	626 70	
Campbell, Miss R.....	50 00	
Cameron, Miss Annie I.....	600 00	
Carey, Mrs. Annie .....	636 00	
	<hr/>	
<i>Carried forward</i> .....	\$15,719 84	\$14,821 99

<i>Brought forward</i> .....	\$15,719 84	\$14,821 99
Carlyle, Miss Thomasina .....	564 00	
Carlyle, Miss J.....	492 00	
Carroll, Miss B.....	360 78	
Cassidy, Mr. W.....	1,000 00	
Cathcart, Miss Carrie .....	425 00	
Chadwick, Miss Elizabeth M. ....	516 00	
Chown, Miss A. D. ....	365 00	
Christie, Miss C. E.....	365 00	
Church, Miss R.....	396 00	
Churchill, Miss C. M.....	747 16	
Clark, Mr. L. J.....	1,100 00	
Clark, Mr. Harold .....	900 00	
Clarke, Miss E.....	385 00	
Cornor, Miss L.....	499 92	
Coupland, Miss A. ....	385 00	
Coyne, Miss Margaret .....	634 78	
Crane, Mr. George .....	1,000 00	
Cranfield, Mrs. R. A. ....	365 00	
Cruise, Miss J. A. ....	633 56	
Cullen, Miss A. E. ....	350 24	
Currie, Miss L. N.....	248 13	
Daw, Miss Ellen .....	424 20	
Dawkins, Miss E.....	250 01	
Dawkins, Miss F.....	50 00	
Dickinson, Miss L. ....	478 05	
Doan, Mr. R. W.....	1,200 00	
Dunn, Miss O. ....	758 52	
Duncan, Miss J. E.....	60 75	
Dutton, Miss B. ....	82 92	
Eadie, Miss E. A.....	46 28	
Eadie, Miss J. ....	383 54	
Eadie, Miss C.....	362 24	
Eagle, Miss A. L.....	79 77	
Emery, Miss M.....	313 20	
Evans, Miss A. ....	60 75	
Evans, Miss B.....	60 75	
Fell, Miss Amy.....	468 00	
Ferrier, Mr. Chester .....	140 62	
Fetherstonhaugh, Miss M. ....	423 40	
Field, Miss S.....	186 54	
Fortune, Miss M.....	385 00	
Fortune, Miss A.....	250 00	
Forsyth, Miss B.....	200 66	
<i>Carried forward</i> .....	\$34,117 61	\$14,821 99

<i>Brought forward</i> .....	\$34,117 61	\$14,821 99
Foulds, Miss Elizabeth .....	516 00	
Fraser, Miss H.....	411 65	
Fraser, Miss J.....	384 27	
Freeman, Miss Alice .....	540 00	
Garvin, Miss R.....	365 00	
Gellatly, Miss L.....	515 03	
Gill, Mr. Martin .....	1,100 00	
Gillin, Miss E.....	650 00	
Glassford, Miss M. E.....	396 00	
Gowans, Miss M.....	195 25	
Gray, Miss Carrie M.....	602 72	
Gray, Miss A. A.....	516 00	
Gray, Miss E. R.....	514 05	
Gray, Miss C.....	365 00	
Gray, Miss J.....	365 00	
Gray, Mrs. J.....	243 28	
Graham, Miss L.....	304 18	
Gregg, Mrs. M. A.....	612 00	
Green, Mrs. E. A.....	636 00	
Green, Miss M. C.....	216 00	
Greer, Mrs. M. J.....	444 00	
Gunn, Miss Mary .....	591 78	
Gunn, Miss J. ....	540 00	
Hagarty, Miss Sarah .....	516 00	
Hamilton, Miss Susan .....	636 00	
Hamilton, Miss S. M.....	619 00	
Harney, Miss E. N.....	425 00	
Hardy, Miss Kate A. ....	424 12	
Harvey, Miss.....	79 00	
Hay, Miss M.....	216 00	
Hay, Mrs. M. E. ....	60 75	
Henry, Miss P.....	365 00	
Henry, Miss A.....	288 97	
Hendry, Mr. W. J. ....	1,083 33	
Hendry, Mr. A.....	1,066 66	
Hodgson, Miss Alice M.....	365 00	
Hogarth, Mr. Thomas .....	738 64	
Holterman, Miss C. M.....	338 78	
How, Miss Hessie .....	564 00	
Hunter, Miss Margaret .....	609 68	
Hutchinson, Miss M. M.....	364 92	
Iles, Miss I.....	365 00	
Jackson, Miss Charlotte F.....	516 00	
<i>Carried forward</i> .....	\$54,782 67	\$14,821 99

<i>Brought forward</i> .....	\$54,782 67	\$14,821 99
Johnston, Miss H. ....	396 00	
Johnston, Miss N....	384 96	
Johnston, Miss M. L.....	364 92	
Jones, Miss H. M.....	385 00	
Keele, Miss S. ....	81 00	
Keefler, Miss M. H.....	60 75	
Kennedy, Miss Elizabeth .....	636 00	
Kennedy, Miss Emma .....	632 34	
Kennedy, Miss L.....	60 75	
Keown, Miss M. J. ....	750 00	
Kessack, Miss L. ....	514 05	
Kettles, Miss M. E.....	385 00	
Killoch, Miss A. M.....	493 40	
Kirk, Miss A.....	152 05	
Knowles, Mrs. A. M. ....	227 48	
Laidlaw, Miss H. B.....	316 29	
Lanskail, Miss Helen J.....	424 92	
Lawson, Miss C. ....	145 82	
Langlois, Miss G.....	394 50	
Langton, Miss Emily .....	385 00	
Leadlay, Mrs. L.....	636 00	
Lewis, Mr. R.....	1,200 00	
Lilly, Mrs. Emma .....	612 00	
Lumsden, Miss Louisa .....	551 16	
Logan, Miss M.....	365 00	
Llwyd, Mrs. E.....	468 00	
Malone, Miss C.....	215 39	
Martin, Mr. R. T.....	1,000 00	
Martin, Miss F.....	516 00	
Martin, Miss A. S. ....	362 53	
Martin, Miss M. ....	364 23	
Mark, Miss Jessie .....	468 00	
Mearns, Miss Isabella.....	564 00	
Milne, Miss M.....	492 00	
Milne, Miss Jennie .....	425 00	
Monahan, Mrs. Grace S.....	425 00	
Morrison, Mr. A.....	1,001 89	
Muir, Mr. Alex.....	700 00	
Muir, Mrs. J.....	161 00	
Mullin, Miss M.....	492 00	
Myers, Miss A.....	365 00	
Macallum, Miss M.....	29 46	
Macdonald, Mr. A. F.....	1,200 00	
<i>Carried forward</i> .....	\$74,586 56	\$14,821 99

<i>Brought forward</i> .....	\$74,586 56	\$14,821 99
Macfarlane, Mrs.....	365 00	
McAdam, Miss E .....	385 00	
McAllister, Mr. S.....	1,195 46	
McBrien, Mrs. J. A.....	588 00	
McCally, Miss M. J.....	492 00	
McCausland, Miss L. P.....	365 00	
McCreight Miss S. ....	636 00	
McCreight, Miss Lizzie .....	396 00	
McDonald, Mrs. M. A.....	612 00	
McDonald, Miss J. St. Clair.....	288 97	
McFaul, Miss L. ....	365 00	
McGregor, Mrs. M. K. ....	444 00	
McIntyre, Miss Agnes .....	565 03	
McKee, Miss F.....	500 72	
McKee, Miss A.....	444 00	
McKenzie, Miss Susan .....	634 78	
McKim, I. F.....	377 70	
McMain, Mr. C. S. ....	761 44	
McMillan, Mr. A.....	750 00	
McMillan, Miss M. L.....	66 15	
McQuaig, Mrs. M.....	516 00	
McTaggart, Miss E.....	365 00	
Niven, Miss Jessie .....	444 00	
Niven, Miss C. ....	365 00	
Nudel, Miss I. ....	492 00	
Nudel, Miss B.....	250 01	
O'Brien, Mr. L. R. ....	700 00	
Palmer, Miss L. ....	372 00	
Parker, Mr. Thomas .....	996 22	
Paterson, Miss M.....	50 00	
Payne, Miss L.....	516 00	
Pearson, Miss M.....	175 47	
Perrin, Mr. A. P.....	800 00	
Phillips, Mr. John .....	750 00	
Pidgeon, Miss M.....	365 00	
Polley, Mrs. A.....	364 92	
Powell, Mr. G. K... ..	998 15	
Purdie, Miss R. E. ....	395 25	
Pyne, Mr. A. R.....	980 94	
Rankin, Miss K. ....	83 36	
Reid, Miss C.....	322 84	
Reinhart, Miss P.....	54 00	
Riches, Mrs. G. S.....	750 00	
<i>Carried forward</i> .....	<u>\$95,924 97</u>	<u>\$14,821 99</u>

<i>Brought forward</i> .....	\$95,924 97	\$14,821 99
Riddell, Miss L.....	29 46	
Rogers, Miss Jessie.....	501 94	
Ross, Miss H.....	365 00	
Ross, Miss I.....	363 62	
Ruddy, Miss E. F. ....	358 79	
Sams, Miss E. Y.....	514 05	
Sanderson, Miss Amy.....	437 10	
Sanderson, Miss C. E.....	355 34	
Sanderson, Miss L.....	202 50	
Sanders, Miss M.....	396 00	
Sanders, Miss A. H.....	365 00	
Scarlett, Miss Kate A.....	636 00	
Scobie, Miss S. E. A. ....	488 00	
Sefton, Miss Martha .....	538 98	
Sefton, Miss M. A. ....	516 00	
Semple, Miss Jessie.....	422 60	
Sheppard, Miss M. G.....	393 00	
Sheppard, Miss Mary .....	365 00	
Sheppard, Miss S.....	216 00	
Shier, Miss M. B.....	395 25	
Sims, Miss Amelia .....	612 00	
Sims, Miss F.....	530 82	
Sims, Miss E.....	385 00	
Slater, Mr. J. T.....	966 68	
Slater, Miss Lois.....	516 00	
Smith, Miss Minnie.....	562 93	
Smith, Miss Sarah .....	384 27	
Smith, Miss M. J.....	229 50	
Smith, Miss A. F.....	189 00	
Smiley, Miss Christina M.....	301 42	
Smyth, Miss Jane .....	588 00	
Smyth, Miss M.....	466 23	
Sneath, Miss F. E. ....	358 79	
Spence, Miss M. ....	516 00	
Spence, Miss May F. ....	492 00	
Spotton, Miss Charlotte.....	636 00	
Starrette, Miss L. M. ....	365 00	
Starrette, Miss B. J.....	365 00	
Stevens, Mr. E. A.....	918 76	
Stevenson, Mrs. Kate.....	627 46	
Stewart, Mrs. M. ....	564 00	
Stewart, Miss A. ....	81 00	
Sturrock, Miss E. C.....	492 00	
<i>Carried forward</i> .....	\$114,932 46	\$14,821 99

<i>Brought forward</i> .....	\$114,932 46	\$14,821 99
Sturrock, Miss M.....	385 00	
Sutherland, Miss I.....	243 36	
Sykes, Miss C. ....	550 00	
Taylor, Miss S. L.....	497 48	
Tector, Miss L....	365 00	
Thompson, Miss Rebecca .....	636 00	
Thompson, Miss Florence.....	516 00	
Thorold, Mrs. A .....	469 23	
Tomlinson, Miss S .....	394 50	
Tomlinson, Miss M.....	385 00	
Tuthill, Miss G.....	84 75	
Wallace, Miss J. M .....	395 42	
Walton, Miss D .....	50 00	
Warburton, Mrs. G. C .....	454 26	
Warren, Miss M. J .....	363 54	
Waterson, Miss A. T .....	369 00	
Watson, Miss Carrie J .....	540 00	
Westman, Miss Mary A.....	562 93	
White, Miss M. ....	396 00	
White, Miss B. M .....	60 75	
Whiteside, Miss M .....	319 38	
Williams, Miss E. A .....	750 00	
Williams, Miss Emma C .....	365 00	
Wilson, Miss A.....	365 00	
Woods, Miss Maria .....	612 00	
Woolley, Miss Nellie .....	383 37	
Woolley, Miss L .....	361 55	
Worth, Mary A .....	636 00	
Young, Miss L .....	365 00	
Occasional Teachers .....	2,678 81	
		<u>129,486 79</u>
Total of Item No. 3.....		\$144,308 78



## APPENDIX D.

*Statement in Detail of Expenditure for New Furniture, etc., for Schools during 1886, as given in Item No. 4.*

Bathurst Street School—C. Rogers & Sons, Teacher's Table ..	\$6 00
Borden Street School—C. Rogers & Sons, Teacher's Table....	6 00
Bolton Ave. School—W. Stahlschmidt, Desks and Seats .....	128 00
“ “ C. Rogers & Sons, St. Louis Primary Desks .....	257 25
“ “ C. Rogers & Sons, Teachers' Tables ....	48 00
“ “ “ “ Chairs .....	10 80
“ “ J. Carlyle, Intermediate Desks .....	265 00
“ “ “ N. Y. Grammar Desks .....	186 30
Brant Street School—C. Rogers & Sons, Teacher's Table ....	6 00
“ “ “ “ Chairs .....	1 80
Boys' Home—C. Rogers & Sons, St. Louis Primary Desks....	8 75
Brock Ave. School—J. Carlyle, N. Y. Grammar Desks .....	114 80
“ “ “ Toronto Junior Desks .....	190 80
Church Street School—C. Rogers & Sons, Chairs .....	12 60
Dewson Street School— “ “ N. Y. Gram'r Desks	120 40
“ “ “ “ Teachers' Tables ..	12 00
“ “ “ “ Chairs .....	3 00
“ “ J. Carlyle, Toronto Junior Desks ....	95 40
Dufferin School— “ “ “ .....	254 40
“ “ N. Y. Grammar Desks....	114 80
“ C. Rogers & Sons, St. Louis Primary Desks	54 25
“ “ “ Teachers' Tables.....	24 00
“ “ “ Chairs .....	9 00
Girls' Home— “ “ Toronto Junior Desks ...	46 40
“ “ “ St. Louis Primary Desks	14 80
Givins' Street School—J. Carlyle, N. Y. Grammar Desks ....	229 60
“ “ “ Toronto Junior “ ....	190 80
“ “ C. Rogers & Sons, Teachers' Tables ..	18 00
“ “ “ “ Desks ..	10 50
“ “ “ “ Chairs .....	6 00
Grove Ave. School— “ “ Teacher's Table ..	6 00
“ “ “ “ Chairs .....	0 90
Hope Street School— J. Carlyle, Toronto Junior Desks ....	95 40
Jesse Ketchum School— “ “ “ .....	286 20
John Street School— “ N. Y. Grammar Desks ....	389 50
“ “ C. Rogers & Sons, Chairs .....	6 00
Louisa Street School—J. Carlyle, N. Y. Grammar Desks ....	123 00
<i>Carried forward.....</i>	<i>\$3,352 45</i>

<i>Brought forward</i> .....		\$3,352 45
Morse Street School—Wheeler & Bain, Rink Furnace.....		310 00
“ “ C. Rogers & Sons, Toronto Jun'r Desks .....		142 10
“ “ “ “ N. Y. Gram'r “ .....		60 20
“ “ “ “ Teachers' Tables .. ..		18 00
“ “ “ “ St. Louis P. Desks.. ..		740 00
“ “ Wheeler & Bain, Stove Furniture.....		11 55
Niagara Street School—C. Rogers & Sons, Teacher's Table ..		6 00
“ “ “ “ Chairs .....		1 80
Park School—J. Carlyle, N. Y. Grammar Desks .....		143 50
Phœbe Street School—C. Rogers & Sons, Teacher's Table....		6 00
Ryerson School—J. Carlyle, Toronto Junior Desks .....		341 20
“ C. Rogers & Sons, St. Louis Primary Desks .....		126 00
“ “ “ Teachers' Tables.....		36 00
“ “ “ Chairs .....		9 00
Spadina Avenue School— C. Rogers & Sons, Teacher's Table.		6 00
Winchester Street School— “ “ “ Tables .....		12 00
York Street School— “ “ “ “ .....		12 00
Miscellaneous—C. Rogers & Sons, Desks for Board Room ....		30 00
“ R. Hay & Co., Sundry Furniture.....		20 35
“ C. Rogers & Sons, Pointers.....		27 00
“ J. Carlyle, Moving, Repairing, &c.....		63 53
“ C. Rogers & Sons, Moving, Repairing, &c.....		19 75
Total of Item No. 4.....		<u>\$4,761 83</u>

## APPENDIX E.

*Statement of Expenditure for Fuel for all the Schools, Board Room, and Offices, during 1886, as given in Item No. 5, in General Statement.*

Elias Rogers, Fuel .....	\$5,332 47
J. R. Bailey & Co., “ .....	349 34
W. McGill & Co., “ .....	282 32
Sundry Persons, Cutting Wood at all of the Schools .....	981 08
Total of Item No. 5.....	<u>\$6,945 21</u>

## APPENDIX F.

*Statement of Expenditure for Premiums on Insurance paid during 1886, &c., as given in Item No. 6.*

Western Insurance Company .....	\$182 60
British America Insurance Company .....	159 30
Northern " " .....	135 60
Imperial " " .....	160 80
Queen City " " .....	108 80
Liverpool & London & Globe Insurance Company .....	64 85
Norwich Union Insurance Company .....	42 00
Boiler Inspection " " .....	25 00
Phoenix " " .....	25 00
Guardian " " .....	18 00
Glasgow & London " " .....	16 00
Lancashire " " .....	12 00
Total of Item No. 6 .....	<u>\$949 95</u>

## APPENDIX G.

*Statement in detail for Printing, Advertising, Stationery, School Supplies, Prize Books, Apparatus, &c., as given in one sum in Item No 7, in General Statement.*

James Bain & Son, General School Supplies, Stationery, &c. ....	\$1,394 19
C. M. Taylor & Co., Prize Books.....	475 00
Mrs. M. E. Lauder, " .....	100 00
Chas. Roddy, Printing of Minutes, Reports, Posters, Examination Papers, &c .....	558 92
Model Printing Company, balance of contract for Printing Minutes, 1887 .....	115 14
Alexander & Cable, Honor Certificates.....	218 00
Hunter, Rose & Co., Card Board Maps .....	346 00
Canadian Window Shade Co., Blinds .....	394 40
Selby & Co., Kindergarten Supplies .....	264 86
J. M. Maude, Ink.....	138 62
Smith & McGlashan, Ink.....	73 63
Wm. Hurley, Repairing and Removing Desks .....	77 14
S. J. Willcock, Repairing and screwing down desks at several Schools.....	86 49
<i>Carried forward</i> .....	<u>\$4,242 39</u>

<i>Brought forward</i> .....	\$4,242 39
Rice Lewis & Son, Bell for Bolton Avenue School.....	79 00
Aikenhead & Crombie, Hardware .....	79 84
Henry & Stewart, Repairing and Removing Desks, &c ....	49 60
S. B. Windrum, new Clocks, and regulating and cleaning old ones .....	64 00
Chas. Carnegie, Clocks, &c .....	28 00
Leslie & Co., Kindergarten Furniture .....	44 40
<i>Globe</i> , Advertising.....	97 50
<i>Mail</i> , " .....	97 50
<i>News</i> " .....	65 00
<i>Telegram</i> , " .....	62 00
<i>World</i> , " .....	65 50
<i>Sentinel</i> , " .....	12 00
J. Hatch & Sons, Evaporating Pans, Tin Pails, &c .....	61 41
Corning Glass Works, Ink Wells.....	36 29
Bertram & Co., Hat Hooks .....	33 60
John Young, Bibles .....	27 00
W. C. Campbell, Mounted Maps .....	33 41
Wm. Hill, Flowers for Schools .....	26 00
Wm. Briscoe, Wheelbarrows, &c .....	24 85
C. Daldry, moving furniture from old to new School, Bolton Avenue .....	14 40
Expenses of Annual Inspection .....	29 10
J. Stephens, Flowers, \$7.00 ; H. A. Nelson & Sons, Pails, \$7.60	14 60
C. R. Woodland, re-filling Printograms.....	13 50
Street Car Tickets, J. T. Thompson .....	20 00
Street Car Tickets, Messenger, &c .....	12 00
C. B. Robinson, Books and Stationery .....	8 75
J. B. Lippincott & Co., Charts.....	8 00
R. Robinson, Oxalic Acid, \$4.50 ; R. H. Clark, Supplies, \$4.00	8 50
G. C. Patterson, Printing, \$1.25 ; C. Boeckh & Sons, Step- ladder, \$2.10 .....	3 35
Lyon & Patterson, Pens, \$6.00 ; R. Simpson, Towels, \$1.50..	7 50
C. Rogers & Sons, Chairs .....	7 00
Jas. Stephens, Flower Pots, Wellesley School .....	3 03
G. Baxter, Flower Pots, Wellesley School .....	2 25
M. Madoc, Removing Desks, \$2.50 ; A. E. Hurst, Cuspe- dores, \$2.00 .....	4 50
C. Smith, Tinsmithing, Borden St. School, \$1.00 ; Toronto Hardware Co., Castings, \$2.40.....	3 40
C. W. Irwin, Duty on Ink Wells .....	5 00
J. Kennedy, Sundries, Morse St. School .....	2 70
 Total of Item No. 7.....	 <hr/> \$5,396 87

## APPENDIX H.

*Statement of Expenditure on Night Schools paid during 1886,  
as given in one sum in Item No. 8, in General Statement.*

Salaries of Teachers .....	\$2,019 00
Salaries of Caretakers .....	290 25
Gas Account.....	129 65
H. Jackman, Bill-posting ..	14 70
O. & J. Murray, Supplies .....	29 12
Rent of Temperance Hall.....	10 00
J. W. Oram, Supplies.....	9 28
W. H. Lake, " .....	7 05
W. Eastly, " .....	3 60
R. J. Hill, " .....	1 93
Sundries.....	3 50
Total of Item No. 8 .....	<u>\$2,518 08</u>

## APPENDIX I.

*Statement in detail of Miscellaneous Expenditure, as given in  
one sum in Item No. 9, in Annual General Statement.*

W. B. McMurrich. Solicitor's Fees.....	\$457 68
Expenses in connection with Annual Games .....	264 45
J. & J. Taylor, Safe.....	240 00
Jas. L. Hughes, Fees as Examiner, Collegiate Institute .....	189 50
E. F. Moore, Orchestra at Annual Distribution of Prizes and Closing Exercises.....	100 00
W. W. Farley, Flags at Annual Distribution of Prizes and Closing Exercises.....	35 70
F. H. Torrington, Services at Annual Distribution of Prizes and Closing Exercises.....	25 00
W. D. McIntosh, Rent of Rink for Annual Distribution of Prizes and Closing Exercises .....	50 00
Rent of Rose Ave. Hall for School Purposes .....	100 00
J. Bruce, Photographs of School Buildings for Colonial Exhi- bition .....	80 00
Mrs. Woods, Rent of School-room on Hamilton Street.....	48 00
R. Rattledge, Rent of School-room on Bolton Street.....	50 00
Carried forward.....	<u>\$1,640 33</u>

<i>Brought forward</i> .....	\$1,640 33
C. R. Woodland, Bonus for Extra Services .....	50 00
Bell Telephone Co., Rent for one year .....	50 00.
Hack Hire at sundry times for Committees, etc.....	75 75
Express and Cartage during the year .....	57 84
London Guarantee and Accident Co., Security for Secretary- Treasurer .....	37 50.
Secretary-Treasurer, Postage .....	33 50.
Inspector, " .....	22 11.
Miss E. Shaw, Engrossing Resolution to Mr. Roden.. ..	25 00.
J. Carlyle, Wooden Guns .....	12 50
J. H. Pendrith, Iron Stakes for Games.....	16 56
Expenses at Mr. Donovan's Funeral.....	9 00.
" Mr. Grimason's " .....	9 00
M. Bowman, Copying, \$5; H. Jackman & Co., Bill Posting, \$1 Gas Account for Board Room and Office .....	6 00
W. H. Smith. Extra Labor, \$4; Sec'y-Treas, P. O. Box, \$4 ..	10 64
H. A. Nelson & Sons, Slats, \$3.60; R. L. Pelk, Directory, \$3..	8 00
Kenyon & Co., Stamp, \$2; Wm. Sparrow, Use of Lamps, \$1.50 Sec'y-Treas., Cash Overdrawn, 1885, \$2.61; Electric Despatch Messages, \$1.50.....	6 60
Sundry Small Items .....	3 50
	4 11
	5 09
	<hr/>
	\$2,083 03

## APPENDIX J.

*Statement in Detail of Amounts paid J. Hatch & Son, for Heating Apparatus, Stoves, Pipes, Tin Screens, Zinc, and General Tinsmith Work at all the Schools during 1886, as given in Item No. 10, in General Statement.*

Bathurst Street School .....	\$19 83
Borden " " .....	21 64
Bolton Avenue School .....	4 20
Brant Street School.....	14 09
Church " " .....	25 16
College Street P. Church ..	23 93
Cottingham Street School .....	29 26
Dewson " " .....	45 46
Dufferin " " .....	66 23
Elizabeth " " .....	18 41
George " " .....	20 35
<i>Carried forward</i> .....	<hr/>
	\$288 56

<i>Brought forward</i> .....	\$288 56
Givins' Street School .....	76 17
Grove Avenue School.....	2 30
Hope Street School.....	36 20
Howard Street School .....	8 85
Jesse Ketchum School .....	49 67
John Street School.....	17 39
Leslie " " .....	3 60
Louisa " " .....	30 05
Mabel " " .....	17 79
Morse " " .....	6 70
Niagara " " .....	24 71
Palace " " .....	3 79
Park " " .....	42 98
Parliament Street School .....	16 59
Phœbe " " .....	35 76
Rose Avenue School .....	23 10
Ryerson School .....	111 15
Victoria Street School .....	21 72
Wellesley School.....	21 78
Winchester Street School.....	24 54
York " " .....	57 07
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Total of Item No. 10 .....	\$920 47

APPENDIX K.

*Statement of Amounts Paid Waterworks Department for Water Rates at the several City Schools, as given in one sum in Item No. 11, in General Statement.*

Wellesley School .....	\$205 20
Dufferin " .....	151 43
Ryerson " .....	126 90
Jesse Ketchum " .....	144 90
Phœbe Street " .....	157 95
Victoria " " .....	130 95
Hope " " .....	161 33
John " " .....	117 22
Niagara " " .....	92 02
<hr/>	
<i>Carried forward</i> .....	\$1,287 90

<i>Brought forward</i> .....			\$1,287 90
Church Street	School	.....	101 47
Louisa	"	.....	84 15
Elizabeth	"	.....	78 30
Park	"	.....	107 78
Winchester Street	"	.....	103 27
Bathurst	"	.....	123 08
Borden	"	.....	112 50
Givins'	"	.....	103 27
Parliament	"	.....	86 63
George	"	.....	64 12
Brant	"	.....	76 95
Bolton Ave.	"	.....	81 23
Palacs Street	"	.....	43 87
York	"	.....	42 30
Rose Ave.	"	.....	55 13
Morse Street	"	.....	41 85
Cottingham	"	.....	24 75
Total of Item No. 11 .....			<u>\$2,618 55</u>

## APPENDIX L.

*Statement of Amount Paid for Superannuation Allowances, as given in one sum in Item No. 12.*

R. McCausland.....	\$250 00
Samuel Coyne .....	250 00
James Anderson .....	250 00
Wm. Spotten .....	250 00
Total of Item No. 12 .....	<u>\$1,000 00</u>



## APPENDIX M.

*Statement of Expenditure in connection with Heating Apparatus, as given in one sum in Item No. 13, in General Statement.*

Bennett & Wright, on Account of Contract for Steam-Heating at Dufferin School.....	\$2,805 00
Geo. Guest, on Account of Contract for Steam-Heating at Ryerson School .....	3,233 00
Smead, Dowd & Co., on Account of Contract for Heating Apparatus at Brock Ave. School .....	500 00
Total of Item No. 13 .....	<u>\$6,538 00</u>

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## SECRETARY-TREASURER'S VALUATION OF SCHOOL PROPERTY.

*Secretary-Treasurer's Statement of the Estimated Value of the  
School Premises, Sites, Buildings, Furniture, &c., be-  
longing to the Public School Board of the City of Toronto,  
on the 31st December, 1886.*

SCHOOLS.	SITES.	BUILDINGS.	TOTAL.
Park.....	\$ 4,000	\$ 9,000	\$13,000
Parliament Street.....	7,500	10,500	18,000
Winchester ".....	8,000	13,000	21,000
Rose Avenue.....	7,000	9,000	16,000
Dufferin.....	10,000	28,000	38,000
George Street.....	4,500	8,500	15,000
Palace ".....	2,000	6,000	8,000
Morse ".....	2,000	9,500	11,500
Victoria ".....	6,500	19,000	25,500
Church ".....	5,500	14,000	19,500
John ".....	5,000	15,000	20,000
York ".....	6,000	14,500	20,500
Niagara ".....	6,000	17,000	23,000
Brant ".....	4,000	8,500	12,500
Louisa ".....	4,000	12,500	16,500
Elizabeth ".....	3,000	10,000	13,000
Wellesley ".....	11,000	33,000	44,000
Phœbe ".....	5,000	16,000	21,000
Ryerson.....	8,000	30,000	38,000
Bathurst Street.....	5,000	12,500	17,500
Borden ".....	2,000	13,000	15,000
Givins' ".....	3,500	21,000	24,500
Hope ".....	3,000	17,000	20,000
Dewson ".....	2,500	8,000	10,500
Jesse Ketchum.....	8,000	21,500	29,500
Cottingham Street.....	2,000	5,500	7,500
Brock Avenue.....	2,000	7,500	9,500
Mabel Street.....	2,000	3,000	5,000
Howard ".....	500	900	1,400
Leslie ".....	400	1,200	1,600
Bolton Avenue.....	3,500	17,500	21,000
Spadina Crescent.....	6,000	....	6,000
	\$149,400	\$411,600	\$561,000
Furniture, School Apparatus, &c., say.....			\$38,000

Total Estimated Value of School Property..... \$599,000

Certified,            W. C. WILKINSON,

*Secretary-Treasurer P. S. B.*

Toronto, Jan. 31st, 1887.